DOCUMENT RESUME

ED 262 810 IR 051 321

TITLE	IFLA General Conference, 1985. Division on Libraries Serving the General Public. Round Table on Library Service to Ethnic and Linguistic Minorities. Papers. the General Public. Round Table on Library Service to Ethnic and Linguistic Minorities. Papers.
INSTITUTION	International Federation of Library Associations, The Hague (Netherlands).
PUB DATE	Aug 85
NOTE	153p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
PUB TYPE	Viewpoints (120) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Ethnic Groups; Foreign Countries; *Foreign Language Books; *Library Acquisition; Library Associations; Library Cooperation; Library Education; Library Networks; Library Services; Limited English Speaking; *Minority Groups; Older Adults; Program Descriptions; *Public Libraries

ABSTRACT

Papers on library services to ethnic and linguistic minorities which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "On Serving the Older Polyglot: The Role of the Public Libraries in the United States" (Sylva N. Manoogian, United States); (2) "Minority Language Selection and Acquisition in an American Public Library" (Patrick M. Valentine, United States); (3) "Co-Operative Networking in Metropolitan Toronto (Regional Multilanguage Department)" (Genia Lorentowicz, Canada); (4) "Library and Information Needs of Vietnamese Students at an Australian College of Technical and Further Education" (Sabina Robertson, Australia); (5) "Nordic Cooperation on Selecting Books for Immigrants" (Jes Petersen, Denmark); (6) "Library Services to Turkish Minorities in Europe" (Tulin Saglamtunc, Turkey); (7) "Caring for All: Report on the Work of the Round Table on Library Service to Ethnic and Linguistic Minorities 1983-1985" (Michael Foster, United Kingdom); and (8) "Working in a Multi-Cultural Society: Education and Training for Librarians and Information Scientists" (Judith Bowen, Pat Hiley, and Ed Walley, United Kingdom). The final paper is a compilation of the annual reports of the sections and round tables that belong to the IFLA Division on Libraries Serving the General Public. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section: ROUND TABLE ON LIBRARY SERVICE TO ETHNIC AND LINGUISTIC MINORITIES

Joint meeting with the Section of Libraries for the Blind

32 ETHN-2 / BLIND-6 -E

ED262810

ON SERVING THE OLDER POLYGLOT : THE ROLE OF THE PUBLIC LIBRARIES IN THE UNITED STATES

BY

SYLVA N MANOOGIAN
PRINCIPAL LIBRARIAN, FOREIGN LANGUAGES DEPARTMENT
LOS ANGELES PUBLIC LIBRARY
LOS ANGELES, CALIFORNIA, UNITED STATES OF AMERICA

IR051321

KEYWORD(S):
OLDER ADULTS
LIBRARY SERVICES
SECOND LANGUAGE - NATIVE SPEAKERS
MINORITY GROUPS

For internal use only:
To be brought to meeting no: 142

emarks:
o be presented orally ☒
or distribution only ☐

BEST COPY AVAILABLE

ON SERVING THE OLDER POLYGLOT:

THE ROLE OF PUBLIC LIBRARIES IN THE UNITED STATES

INTRODUCTION

America is culturally and linguistically diverse, enriched by the history, experience, and contributions of many ethnic groups. It is also a nation which strives for youthful well-being. Becoming old, and thereby diminished physically and intellectually, is one of the greatest fears of many of its people. When the aging person is a member of a cultural group for whom English is a second, and sometimes a third or fourth, language, the feeling of isolation is intensified. Public libraries have an important role to play in insuring the quality of life for the aging multi-ethnic population.

This paper examines the demography of older adults in the United States, theories of aging, and multicultural views of old age. It reviews the ways in which American public libraries have responded, and continue to respond, to the informational, educational, cultural, and recreational needs of older persons, including those whose native language is other than English. Finally, it explores some of the challenges facing public libraries for whom services to the older polyglot are becoming a priority.

WHO IS THE OLDER ADULT?

"The graying of America" is a phrase that has come to describe the aging trend in the United States. Older adults, persons 65 years of age and over, are among the fastest growing population in the country. A report of the U.S. Senate Special Committee on Aging indicates that, as of 1980, there were in the United States 25.5 million Americans older than 65, or 11.3 percent, of the total population. It is estimated that this age group will double in number between the years 1980 and 2030. Six million elderly-headed households have one or more members with mobility and health problems.

Further, a global increase of almost 90 percent of persons over age 60 is anticipated by the year 2000.

The same report reveals that 52 percent of the aged live in eight of the United States. Ranked by their standing in the 1980 national census of population, these are: California, New York, Florida, Pennsylvania, Texas, Illinois, Ohio, and Michigan. The majority of older persons live in urban or suburban areas, with 40 percent clustered around large central cities.[1]

THE DEMOGRAPHY OF ETHNICITY

Data from the 1980 Census of Population reflect the diverse ethnic groups which have come to the United States throughout its history. Of the 226,545,805 persons counted, 188,302,438, or 83 percent, reported at least one specific ancestry.[2] A supplementary census report on the ancestry of the population by state enumerates 58 European and 49 non-European groups and sub-groups. These groups range widely in population size and show different geographic distribution patterns within the United States.[3] Six states: California, New York, Florida, New Jersey, Illinois, and Texas, receive over 70 percent of immigrants and refugees.[4] In five of these six states the elderly population is in the majority. The foreign born are an aging population. Their median age in 1970 was 55 years, twice that of the overall population.[5]

THEORIES OF AGING

Most gerontologists recognize at least three major ways in which older persons confront the aging process. The **activity theory** holds that maximum social involvement, occupying oneself up to and beyond the limit of one's ability, working and producing are the best route to continuing life satisfaction. The **theory of disengagement** maintains that there is a natural tendency in old age to withdraw from concern for the outside world and to concentrate on one's inner life. The **continuity theory** suggests that as people get older, they tend to maintain the values and strategies formed earlier in life. Therefore, they deal, or avoid dealing, with aging and death as they typically have dealt with other issues.[6]

Cross-cultural studies have shown differences in the status of aging. According to one theory, older adults maintain high status in static societies. The acceleration of social change limits the ability of elders to serve as instructors and transmitters of essential skills to younger generations. Another theory contends that the fewer older adults there are, the more highly they are valued. As they become more numerous, their value decreases. A third theory proposes that the status and prestige of older adults are high in societies where they are able to continue to perform a variety of socially esteemed functions.[7]

ETHNICITY AND AGING

Some cross-societal research has shown that definitions of old age, its rights and obligations, problems and opportunities vary across cultures. Physiological changes are handled in different ways, depending upon cultural, socioeconomic, and ethnic backgrounds. There are also wide social variations in attitudes, values, and practices concerning aging.[8] Many ethnic elderly were born into and grew up within one culture. They learned one set of expectations regarding old age and how to confront it, only to migrate and grow old in a quite different cultural context in which aging is viewed very differently.

In his exploration of society's view of aging individuals, Robert N. Butler invented the word **ageism** to describe the pervasive negative attitudes toward old age:

> Age-ism describes the subjective experience implied in the popular notion of the generation gap. Prejudice of the middle-aged against the old -- is a serious national problem [in the United States]. Age-ism reflects a deep-seated uneasiness on the part of the young and middle-aged -- a personal revulsion to and distate for growing old, disease, disability; and fear of powerlessness, uselessness, and death.[9]

Contrary to popular myth, the cultures and families of the ethnic elderly do not always "take care of their own." Nor are multigenerational families commonly found in these groups in the United States. Very often the differences in culture and language are reflected in crushing poverty, lack of access to information about rights and services, and lack of qualified professionals who speak the language or are sensitive to the culture of the ethnic older person.

In spite of these negative attributes, however, positive perceptions concerning the ethnic aged are broadly shared. One of these perceptions is a traditional admiration derived from the association between age and experience. Some early and recently immigrated groups in the United States do maintain their unique family patterns. Most still recognize members of the older generation as the keepers of family customs and traditions, the storytellers, the source of knowledge of the family's past, and the teachers of the mother tongue. Filial piety is measured by the adult children's willingness to assume responsibility for the care of their aging parents.[10]

LIBRARIES AND THE AGING INDIVIDUAL

Library services to the aging population are not a new idea. In the late 1940's, the Cleveland Public library inaugurated the **Live Long and Like It Club**, a study and discussion group for men and women over 60. By 1956 the United States Congress had passed the first Library Services Act. Although this act did not provide special funds for the elderly, it did recognize the need for libraries to expand their community involvement and provided support for this movement. In 1957 the American Library Association initiated a two-phase national study of library services, designed to meet the needs of aging individuals through public libraries. The Library Services to an Aging Population Committee was created. An early activity of that committee was an institute at the 1959 Association meeting. This institute noted that "the real source of issues and problems of the old is in our own social attitudes and expectations." The committee also developed a statement on library service to an aging population, which was officially adopted by the American Library Association in 1964.[11]

In the early 1970's, three key events had a significant impact on American society's view of aging and the role of the library in serving aging individuals. The **1971 White House Conference on Aging** recommended a new national attitude on growing older, a recognition of aging individuals' strengths, limitations, potentials, and inner resources. It also highlighted the needs of the ethnically and linguistically different older adult. The public library, together with the media and schools, was seen as part of the solution.[12]

In his doctoral dissertation, entitled **The Impact of Gerontological Concepts on Principles of Librarianship**, Elliott E. Kanner concluded that

> The public librarian's view of aging and his attitude toward the aged correspond to that of the public at large. Public libraries still tend to ignore older citizens in their allocation of resources, and at best are inclined to deny that the aged have special needs which require special facilities and programming.[13]

The two-phase **National Survey of Library Services to the Aging**, conducted by the Cleveland Public Library in 1971-72, documented the state of library services to the aging population as of 1972. The survey theorized that since libraries felt they should provide services of general scope and appeal, they tended to submerge the needs and requirements of particular groups or population segments that might have unique claims on the resources of the library.[14]

The January 1973 issue of the quarterly publication, Library Trends, had as its theme, **Library Services to the Aging.** The interaction of the three events cited above and their significance to the library profession were reflected in seven major articles discussing all aspects and implications of developing and providing resources and services to this special segment of the population.[15]

Throughout the seventies, the U. S. Department of Education, the unit charged with administration of the Library Services and Construction Act (LSCA), had among its priorities the improvement of access to library service and materials for senior Americans. Reviewing the state-of-the-art library services to the aging between 1964 and 1980, the Bureau of Libraries and Learning Resources reported a shift from programs with a single focus, such as service to shut-ins, viewed as a special program of the library and thus vulnerable to financial cuts, to a more generalized complex of services integrated into the regular library programs.[16]

LIBRARY INFORMATION SERVICES TO THE AGING IN THE 1980'S

The new decade was marked by the **1981 White House Conference on Aging.** The same year selective replication of the 1971 National Survey of Library Services to the Aging was attempted by querying the state libraries in those eight United States where over half of the aged Americans were living. Their responses documented a number of developments: 1) all state libraries had encouraged local public libraries and library systems to expand service to the aging by means of consultant services and substantial Library and Construction Act grants; 2) all state libraries were maintaining liaison with state commissions on the aging and other state agencies concerned about the aging, such as mental health and welfare; 4) most state libraries now administered regional and subregional libraries for the blind and physically disabled and acted as back-up resource for large print books and other materials used heavily by the aged.[17]

With the recognition of the needs of the elderly also came recognition of the special needs of ethnic older persons. Among exemplary public library programs for this group are the many federally funded projects in Texas. Special bilingual services and programs for the Spanish-speaking elderly are provided in a number of public libraries. In one instance, a bilingual large print card with the phone number of important community service organizations is distributed free of charge by the library.[18]

The **New Americans Project** of the Queens Borough Public Library serves the residents of Queens, New York, whose primary language is other than English. The Project offers such special service and programs as: Mail-a-Book, free English as a second language classes, print and non-print materials loans, foreign language film programs, performances celebrating the art and literature of ethnic groups in the community. As members of the adult population, the ethnic elderly of Queens benefit from resources and services offered by the New Americans Project.

The **North Carolina Foreign Language Center**, part of the Cumberland County Public Library, offers multilingual resources to an ethnic population which is spread throughout the state.

To assure multilingual resource-sharing among libraries in the United States, the American Library Association's Reference and Adult Services Division assigned the taks of compiling a **Directory of Multilingual Collections in North American Public Libraries** to its Multilingual Materials Subcommittee. The subcommittee identified 208 public libraries and 8 state libraries in 47 of the United States and the District of Columbia, with collections in 66 languages other than English. The directory has just been published by the American Library Association.[19]

CALIFORNIA -- THE MULTI-ETHNIC STATE

Ethnic groups have taken on a new importance in California life. Ethnicity itself is nothing new. California has been a mosaic of nationalities since the days of the earliest settlers. What is different today is the new cultural and political assertiveness of some groups -- the many new ethnic groups represented, such as those from Central America and the Middle East; the large numbers of Latinos and Asians, who together now consitute one quarter of the state's population; and the surprising persistence of ethnic consciousness among many members of European groups which were thought to be well along the road to assimilation.

The California State Library has actively addressed the needs of the underserved ethnic population. Recognizing the fact that librarians in the state's public libraries felt isolated in their efforts to work with their changing communities, the State Library established the California Ethnic Services Task Force in 1977. Its primary purpose was the development of tools and methodologies to assist California librarians in providing resources and services for the rapidly growing ethnic population throughout the state. Although the elderly were not specifically singled out for special services, their needs were addressed as part of the adult ethnic population. As a result of the State Library's continued support, some thirty California public libraries have developed multilingual collections and programs for their own ethnic communities. The State Library has a multilingual collection of its own which is available for the use of libraries in California when their own resources are not adequate.

LOS ANGELES -- CITY OF POLYGLOTS

The heaviest concentration of population in the state of California is in Los Angeles County. Of the more than 7 million persons living in the county, 50 percent are residents of the city of Los Angeles. The growth of Los Angeles as a multi-ethnic cosmopolis was the subject of a cover story in *Time*, the popular American weekly news magazine, in June 1983.[20] The article describes the challenges facing Los Angeles since 1970 in absorbing hundreds of thousands of new immigrants into its 3.5 million population. Extending over an area of 450 square miles, Los Angeles has always been a city in transition, often accused of aimless sprawl. But ethnic populations have formed neighborhoods, cohesive communities, to reshape the face of this metropolis.

One example of this ethnic diversity is found in the city's public schools. The Los Angeles Unified School District reports that 117,000 of its 550,000 students speak one of 104 languages better than they do English. The city's senior population typifies the state and the nation. According to the City of Los Angeles Community Development Department, the number of elderly is increasing, particularly minorities, women, and the oldest of the old. Consistent with the city's changing ethnic representation, the aged also face a changing ethnic/racial composition.[21]

The area's recent influx of new immigrants has had a significant impact on the Los Angeles Public Library, one of the largest library systems in the United States. This influx has given new definition to the library's mission of "providing easy access to all forms of knowledge and information available locally and elsewhere and helping library users to develop their educational, cultural, and economic potential."[22] Through its Central Library, sixty-two branches, and five bookmobiles, the Los Angeles Public Library offers approximately 5.5 million volumes for circulating and reference use through direct, interlibrary, and extramural loans.

The concept of multilngual services at Los Angeles Public Library had its beginnings in the middle of the nineteenth century. When the city's first library and reading room opened in 1859, it contained a gathering of books in English, French, German, and Spanish. Since its establishment in May 1920, the Foreign Languages Department has increased to over 170,000 volumes in 28 modern world languages and English as a second language. Emphasis of these collections is on literature, history, and fiction. In addition, there are some 6,000 dictionaries, grammars, and phrasebooks in 450 other languages and dialects in the Central Library Literature and Philology Department; and audio discs and cassettes for language learning in the Audio-Visual Department.

Over 100,000 volumes in several languages may be found in the library's branches and bookmobiles. Every library outlet in the system provides materials in Spanish. One of the branches, situated in the city's Chinatown area, offers a large collection of Chinese and Vietnamese language materials. Another branch, serving the Koreatown community, is developing an extensive collection of Korean language materials in addition to its English-language resources. The Inner City Bookmobile carries materials in Spanish and Asian languages to its community stops. Access to the Foreign Languages Department's resources is possible through METRO-FLIQ, a computer-assisted multi-language materials long-loan program, available to library users in the Los Angeles area through their community branches and the twenty-seven other member libraries of the Metropolitan Cooperative Library System. All the above agencies report that a large number of the users of these resources are the ethnic elderly.

Facilitating maximum use of multilingual collections requires knowledgeable staff with the linguistic skills to provide sensitive, meaningful service to all segments of the population. The latest informal survey of system employees, conducted in preparation for the 1984 Summer Olympic Games, indicated that 325 of them could communicate in 35 languages other than English, including American Sign Language.

Many of the ethnic elderly are users of the Foreign Languages Department. They come to the department in person to borrow books in their native languages and read magazines and newspapers from their home countries. Often, relatives and friends of the older adult come to the library to select materials for them. If older adults are homebound, they are able to avail themselves of the Services to Shut-Ins resources. This program, established in 1969, serves nursing homes, convalescent hospitals, senior citizen residences, and individuals who are not able to visit the library. Books and magazines are selected and delivered by volunteers, many of whom are older adults themselves. The Services to Shut-Ins staff works with the Braille Institute for the Blind to provide talking books for the visually impaired. The Foreign Languages Department also supplies multi-language books for the homebound from its collections.

In addition to providing reference service and facilitating access to its resources, the Foreign Languages Department also organizes ethnic programs and other special events. This outreach program serves two purposes. It helps the library to contact the ethnic community in a culturally enriching way, and it familiarizes the ethnic community with public library services. One of these events served as a prototype for other ethnic groups. **The Armenians: People of Ararat** was a month-long exhibit and series of programs celebrating the 3,000-year-old history and culture of a people who number some 200,000 in the Los Angeles area. Artifacts, paintings, sculpture, and other works of art and crafts were generously loaned by the Armenian community, including members of the older generation and newcomers. Lectures, films, dance and music programs contributed to the vitality of this event. A bibliography of English-language titles on Armenian history and culture owned by the library was prepared for distribution. The exhibit and programs were attended by over 100,000 persons, both Armenian and non-Armenian. This was an opportunity for the library to recognize the contributions of a segment of their service population whom the public library had heretofore not served very well. As a result of this outreach effort, the use of Los Angeles Public Library resources and services by the Armenians increased. Furthermore, other area public libraries replicated the program, using their own community's assistance.

THE CHALLENGE OF LIBRARY SERVICES TO THE ETHNIC ELDERLY

The "service to all" philosophy of the public library has been its greatest strength and, at the same time, its enduring weakness in serving the aging. The inclusion of the elderly as adult library users, with no differentiation by age, restrains many public libraries from targeting specific programs for the aged. Few schools of library science offer courses dealing specifically with library services for the aging.

Reaching the ethnic older person is an even more elusive task. Language barriers and cultural differences isolate this group from information and service delivery. Library programs for these aging persons must respect their traditions and beliefs.

Services for the aging of all ethnic backgrounds should be more firmly based in the total program of the library to help them in their search for a purpose in life.

FOOTNOTES

[1] U. S. Senate, Special Committee on Aging, *Developments in Aging: 1981.* 2 vols. (Washington, D. C.: U. S. Government Printing Office, 1982), as cited in Genevieve M. Casey, *Library Services for the Aging* (Hamden, CT.: Professional Publications, 1984), pp. 1-2.

[2] U. S. Department of Commerce, Bureau of the Census, *1980 Census of of Population: Ancestry of the Population by State, 1980*, Supplementary Report PC 80-S1-10 (Washington, D. C.: U. S. Government Printing Office, April 1983), p. 10.

[3] Ibid., pp. 1-3.

[4] Select Commission on Immigration and Refugee Policy, *U. S. Immigration Policy and the National Interest: Final Report to the Congress and the President of the United States* (Washington, D. C.: U. S. Government Printing Office, March 1, 1981), as cited in Jean Dresden Grambs, "One Nation Indivisible? Ethnicity in American History and Education," *Childhood Education*, 60 (November/December 1983), p. 82.

[5] *Historical Statistics of the United States* (Washington, D. C.: U. S. Government Printing Office, 1975), pp. 116-117. The age figures are based on foreign-born whites.

[6] Casey, op. cit., p. 132.

[7] Ewald W. Busse, "Theories of Aging," in *Behavior and Adaptation in Later Life*, 2nd ed., ed. Ewald W. Busse andEric Pfeiffer (New York: Little, Brown, 1977), pp. 23-25.

[8] Vern L. Bengston, "Ethnicity and Aging: Problems and Issues in Current Social Science Inquiry," in *Ethnicity and Aging: Theory, Research, and Policy*, ed. Donald E. Gelfand and Alfred J. Kutzik (New York: Springer Publishing Company, 1979), p. 10, 12.

[9] Robert N. Butler, "Ageism: Another Form of Bigotry," *Gerontologist*, 9 (Winter 1969), p. 243.

[10] Charles H. Mindel and Robert W. Habenstein, eds., *Ethnic Families in America: Patterns and Variations* (New York, Oxford, Amsterdam: Elsevier, 1976). Information gleaned from this collection of addresses, essays, and lectures about ethnic families from 1850 to the present.

[11] American Library Association, Committee on Library Service to an Aging Population, *The Library's Responsibility to the Aging* (Chicago: American Library Association, 1964).

[12] Betty J. Turock, *Serving the Older Adult: A Guide to Programs and Information Services* (New York, London: R. R. Bowker Company, 1982) pp.8-9.

FOOTNOTES

[13] Elliot E. Kanner, "The Impact of Gerontological Concepts on Principles of Librarianship" (Ph.D. thesis, University of Wisconsin, 1972), p. 108, as cited in Genevieve M. Casey, "Staffing Library Services to the Aging," Library Trends, 21 (January 1973), p. 413.

[14] Kieth C. Wright and Judith F. Davie, Library and Information Services for Handicapped Individuals, 2nd ed. (Littleton, CO.: Libraries Unlimited, Inc., 1983), p. 134.

[15] Eleanor Phinney, ed., "Library Services to the Aging," Library Trends, 21 (January 1973). The entire issue is devoted to the subject as stated.

[16] Casey, Library Services for the Aging, 1984, p. 59.

[17] Ibid., p. 60.

[18] Ibid., p. 58.

[19] Sylva N. Manoogian and Natalia Bezugloff, A Directory of Multilingual Collections in North American Public Libraries (Chicago: American Library Association, 1985).

[20] Maureen Dowd, "The New Ellis Island," Time, 13 June 1983, pp. 18-27.

[21] City of Los Angeles, Community Development Department, Senior Citizens of Los Angeles: Trends & Conditions, 1960-1980 (Los Angeles: July 1982), pp. 9, 10, 13, 14.

[22] Los Angeles Public Library, Mission Statement, 1984.

BIBLIOGRAPHIC REFERENCES

[1] American Library Association, Committee on Library Service to an Aging Population. *The Library's Responsibility to the Aging*. Chicago: American Library Association, 1964.

[2] Bengston, Vern L. "Ethnicity and Aging: Problems and Issues in Current Social Science Inquiry." In *Ethnicity and Aging: Tehory, Research, and Policy*, edited by Donald E. Gelfand and Alfred J. Kutzik. New York: Springer Publishing Company, 1979.

[3] Busse, Ewald W. "Theories of Aging." In *Behavior and Adaptation in Later Life*. 2nd ed., edited by Ewald W. Busse and Eric Pfeiffer. New York: Little, Brown, 1977.

[4] Butler, Robert N. "Ageism: Another Form of Bigotry." *Gerontologist*, 9 (Winter 1969).

[5] Casey, Genevieve M. *Library Services for the Aging*. Hamden, CT.: Library Professional Publications, 1984.

[6] City of Los Angeles. Community Development Department. *Senior Citizens of Los Angeles: Trends & Conditions, 1960-1980*. Los Angeles: July 1982.

[7] Dowd, Maureen. "The New Ellis Island." *Time*, 13 June 1983.

[8] Grambs, Jean Dresden. "One National Indivisible? Ethnicity in American History and Education." *Childhood and Education*, 60 (November/December 1983).

[9] *Historical Statistics of the United States*. Washington, D. C.: U. S. Government Printing Office, 1975.

[10] Los Angeles Public Library. *Mission Statement*. 1984.

[11] Manoogian, Sylva N. and Bezugloff, Natalia B. *A Directory of Multilingual Collections in North American Public Libraries*. Chicago: American Library Association, 1985.

[12] Mindel, Charles H. and Habenstein, Robert W., eds. *Ethnic Families in America: Patterns and Variations*. New York, Oxford, Amsterdam: Elsevier, 1976.

[13] Phinney, Eleanor, ed. "Library Services to the Aging." *Library Trends*, 21 (January 1973).

[14] Turock, Betty J. *Serving the Older Adult: A Guide to Programs and Information Services*. New York, London: R. R. Bowker Company, 1982.

[15] U. S. Department of Commerce. Bureau of the Census. *1980 Census of Population: Ancestry of the Population by State, 1980*, Supplementary Report PC 80-S1-10. Washington, D. C.: U. S. Government Printing Office, April 1983.

BIBLIOGRAPHIC REFERENCES

[16] Wright, Kieth C. and Davie, Judith F. Library and Information Services for Handicapped Individuals. 2nd ed. Littleton, CO.: Libraries Unlimited, Inc., 1983.

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section: ROUND TABLE ON LIBRARY SERVICE TO ETHNIC AND LINGUISTIC MINORITIES

33-ETHN-3-E

MINORITY LANGUAGE SELECTION AND ACQUISITION IN AN AMERICAN PUBLIC LIBRARY

BY

PATRICK M VALENTINE, PHD
DIRECTOR, NORTH CAROLINA FOREIGN LANGUAGE CENTER
CUMBERLAND COUNTY PUBLIC LIBRARY AND INFORMATION CENTER
FAYETTEVILLE, NORTH CAROLINA, UNITED STATES OF AMERICA

KEYWORD(S):
FOREIGN LANGUAGES
SELECTION
ACQUISITION
UNITED STATES

r internal use only:
be brought to meeting no:
88

arks:
be presented orally ☒
distribution only ☐

19

MINORITY LANGUAGE SELECTION AND ACQUISITION IN AN AMERICAN PUBLIC LIBRARY

It is a difficult but rewarding task for a public library to provide popular recreational and educational materials in "minority" or "foreign" languages.[1] This paper addresses the challenges an American public library faces in selecting and acquiring such materials in languages other than English. We have time here only for a brief overview. Nevertheless, most of the methods discussed apply not only to the largest and best staffed American public libraries but are also relevant to the operations of smaller, perhaps more isolated, libraries just beginning such collections.[2] It is hoped that the ideas will also be helpful to libraries outside the United States (USA).

We shall deal with "how to select and acquire," not "what to select." We shall also leave aside the selection and acquisition of periodicals and audiovisual materials, as in fact there is little the librarian can do except consult standard reference sources and patrons about the former and visit dealers or collect catalogs for the latter.[3] We shall concentrate here on book selection and acquisition.

American libraries have some advantages in collecting foreign language books, along with some disadvantages. First, as an integral and accepted part of a pluralistic society long acquainted with new arrivals in the USA, American libraries enjoy -- not without many strains and tensions, and some lapses -- a tradition of serving all segments of the community.[4] Second, there is a reservoir of bilingual -- English and another language --

speakers to draw from, people who can help the librarian and also introduce new arrivals to American public libraries.[5] Some librarians themselves come from a non-English speaking environment. Many immigrants and native speakers of other languages operate their own non-English bookstores and book dealerships, and some are even publishers. Third, as a major trading nation, the USA has commercial ties throughout the world, ties which facilitate the import of foreign books and other materials. American currency is readily accepted elsewhere, and the American library rarely has to arrange for conversion into another currency. Fourth, English is widely known throughout the world. This facilitates communication with dealers and publishers in languages not commonly spoken in the USA and rarely known by librarians. Some countries and publishers even produce reviews or catalogs in English for their international clientele. These are all advantages that American librarians enjoy.

A major disadvantage that they have to face is their own lack of familiarity with languages other than English. American librarians are therefore sometimes reluctant to try to communicate with non-English speaking patrons, book dealers and publishers, or those with only limited command of English. In addition, the assimilationist tradition of the USA -- that is, of everyone learning English and adopting Anglo-European customs[6] -- leads many American librarians and educators to ignore the personal language reading needs of those whose mother tongue is not English -- whether they are "newcomers" or native Americans.[7]

Having said a little -- too little -- about the general conditions behind foreign language services in American public libraries,[8] let us now examine some actual mechanics of the selection and acquisition of popular books in non-English languages. First of all, few American public libraries have highly trained subject specialists. Most librarians dealing in this field do so only as part of their duties. And those of us who are "specialists" often have to deal with languages and cultures about which we have little or no in-depth knowledge.[9]

Likewise, few American public libraries can afford national bibliographies from which to make selections. And for many languages or areas of the world, there are no pertinent, current or at least affordable national or subject bibliographies. Lacking them, a librarian may then try to use review journals in the target languages or catalogs from publishers and book dealers.[10] These may also be difficult to obtain on a consistent or timely basis, lack annotations or have misleading annotations, limit themselves to scholarly materials, or not exist for the target (relevant) language or geographic area. Foreign review journals tend to be too expensive for libraries wanting to acquire only a limited number of books in any particular language. And finally, the librarians may not be able to read the language fluently enough to make effective use of these bibliographies, catalogs and journals.

Therefore, the apparatus that academic libraries generally use to select and acquire foreign language books is not suitable for or useful to most American public libraries.[11] Nonetheless, public libraries with sufficient financial resources or interest can obtain these review sources and ask library patrons to help make the selections. This procedure involves further problems, as patrons often want to select only those materials of a classic or elevated nature, even if they themselves would never read such books. As indicated earlier, such reviews rarely if ever concern themselves with popular and general reading materials or other books which are suitable for use in an American public library.

Some national publishing industries produce the local equivalent of *Publishers Weekly* -- a general review of new and forthcoming books. Some countries even have similar if shorter publications in English, as indicated earlier.[12] While some care has to be used in regard to these publications, especially when the library's target language minority does not favor books published in the "homeland," these can be excellent guides for the experienced and linguistically capable librarian.

Review journals in English -- with a couple of exceptions to be discussed shortly -- limit themselves to elevated (high) literature or discuss only scholarly works of limited appeal. For example, cookbooks, self-help, health care, and popular history books in the target language are not reviewed. In addition, in common with foreign review publications, there can be a long time lag between publication of a book and a review of it appearing anywhere an American public librarian is likely to see it. Review journals in English, then, exist almost completely for the scholar and in any case will almost always appear too late to help the librarian interested in acquisitions.

One possibility, often overlooked, is to use such semi-popular review journals as the *New York Times Book Review* or the *Times Literary Supplement*. Both review many translations into English. The librarian can then try to track down and obtain the original. This will not, of course, result in obtaining very many books. And most of the books reviewed will be of interest only to those of relatively elevated reading taste. (American and British publishers rarely translate popular books into English, although many foreign publishers do publish popular English language works in translation, including romances and non-fiction titles.) Nonetheless, reading a wide variety of such reviews will at least help keep the librarian current on literary developments in some foreign cultures.

There are two review magazines in English easily available in this country which are useful in selecting foreign language books: World Literature Today (WLT) and Booklist.[13]

Books reviewed in WLT are limited to European languages[14] and deal only with elevated literature -- therefore many of the problems already discussed in regard to other review magazines are also applicable to WLT. ISBNs are not included. Neither, for the most part, are prices. However, WLT includes reviews of many lesser known languages, such as Basque and Breton, and less commonly cited languages, such as Finnish and Greek, along with many titles from the more familiar languages. The original title is given -- the lack of which causes great difficulties in using many other English language sources. WLT is indexed yearly and provides an excellent if not complete source for elevated European literatures.

The most useful English language source for a variety of minority language titles is Booklist. Booklist has selections with concise annotations for both general adult fiction and non-fiction and for juvenile books. The staff of the Donnell Foreign Language Library, New York Public Library, with occasional help from elsewhere, make up the adult or general selections, based on their own acquisitions. Titles include not only popular fiction and elevated literature but also popular nonfiction and "survival" materials (books on coping with American life, particularly useful for the new arrival in this country[15]). Prices are always indicated but not ISBNs. Addresses of potential dealers are also always indicated.[16] The range of languages covered is very impressive, from Albanian (1 time) and Arabic (2 times) to Vietnamese (5 times) and Yiddish (6 times), with Spanish (55 times) as the language most often reviewed over the last ten years.[17] Clearly, not all lists are equally useful for all languages, as the selection of books and languages reflects to some degree the needs and expertise of the Donnell librarians. And, unfortunately, as with all reviews, books may no longer be available by the time the review appears. As soon as Booklist appears, foreign language librarians across North America and elsewhere begin sending requests to dealers. The library with a particular interest in a certain language is well advised to make its order quickly.

Booklist also publishes a list of juvenile selections, made up by a committee of the American Library Association (ALA) on a more irregular schedule.[18] Most of the juvenile titles are of illustrated fiction and folklore, with an estimated reading age indicated. ISBNs and prices, along with potential dealers, are indicated.

There is not, to my knowledge, any adequate review source in English for popular materials from non-European countries (other than occasional reviews in Booklist).[19] The situation is different for Spanish language materials, whether from Spain, Latin America, or elsewhere. Spanish books are the easiest to find reviews of and the easiest, in general, for American libraries to obtain from dealers. This does not mean that a library can always obtain what it wants.

Spanish is, after English, the most widely used language in the USA, and there are at least two competent review magazines of current works in Spanish: La Lista, out of El Paso (Texas) Public Library, and Lector, published by the California Spanish Language Data Base. The two publications complement each other. Lector is more restricted than La Lista in its listings and aims more, perhaps, at the college or large public library market. La Lista does annotations rather than reviews -- similar to Booklist. Most of its titles come from Mexico, whereas the Spanish selections in Booklist come more from Spain or address themselves to specific Latin American countries. Lector includes articles which are useful for the librarian interested in Hispanic affairs and literature.

Some libraries also put out lists of their acquisitions, with or without annotations, sometimes for the public and sometimes for library use only. Other libraries request these lists as collection development but all the warnings given about published reviews operate doubly for these lists which are meant at most to alert and guide the public to books available at the library.

There are other selection aids, for more specialized needs.[20] Two recent publications must suffice here as examples. Both can be considered subject bibliographies which have special reference for a minority or foreign language library. For biliingual dictionaries, which are very useful in helping the foreign speaker as well as in library reference services, one should use World Dictionaries in Print 1983.[21] It has subject, title, editor, and language indexes. It appears to be very comprehensive in coverage. It does not have annotations. For other bilingual materials, consult Bilingual Educational Publications in Print 1983, with various indexes to the books and audiovisual materials cited.[22]

Obtaining books, even after they have been cited and reviewed -- even if in dealer or publisher catalogs -- can still be difficult. The selection and acquisition librarians must cooperate closely.

One method of ensuring acquisition of at least something, even if the librarian then has only a general idea of what an individual book is about, is by establishing approval or blanket orders with a dealer or publisher. Working with a local or domestic dealer may be generally easier and safer than buying from a foreign country. Returns can then be more easily arranged and there should be less of a language or communication barrier. And a dealer in the library's country should be more attuned to buying the types of books that both his clientele and the library's are interested in.[23]

The librarian must specify very clearly what books are wanted, how much can be spent, that returns can be made to the dealer (for whatever reason), and that the library's patrons will indicate whether these books are satisfactory or not. If the dealer is interested in a long term relationship with the library, he will not sell it books which are not popular or that do not conform to what the library has specified. The librarian should, of course, also listen to the dealer's suggestions and understand his problems in providing the desired books. Not all cultures produce the same types of books, nor are these types necessarily wanted by patrons of different cultures. The dealer will often be more knowledgeable about the national publishing scene and reading habits than the librarian.

It is very helpful if a librarian can first visit the dealer. In fact, a generally useful method for obtaining books is to buy the books off the dealer's shelves while on a visit. Some cautions are necessary, however: buying directly from a dealer's stock of books requires a solid knowledge of the library's existing collection, a dealer with a good and large stock, and -- obviously -- an opportunity to visit the dealer. Most dealers in North America are, depending on the language, concentrated in New York, Toronto, and Los Angeles. Buying trips outside North America are virtually impossible for public librarians although some academic libraries still manage them.[24]

Whatever method a library chooses to use or however it mixes the various methods, the most important thing is to know the community -- the patrons and potential patrons who are members of the ethnolinguistic minority. This is not a subject we can explore here today, but such knowledge is the foundation of selection, and thus of acquisition. One cannot expect that all books produced in the "homeland" will be equally useful or suitable for the immigrant, international worker, student, visitor, or anyone else wishing to read in a minority language. There are also deep differences in reading habits and needs along gender, generational and socio-educational cleavages, among various nationalities speaking a common language (for example, Spanish), between those new to the country and those long settled, between those born in the country and those born elsewhere. We cannot even begin to discuss the different reading needs of separate minority language communities. The librarians should know as much about the target cultures, and something of the target languages, as is possible. No library staff can be expected to be expert in all cultures, knowing the nuances of literary expectations and educational needs of all the communities served -- but librarians should be receptive to all these communities and their wants and needs and should try to find out what they expect from their library and encourage them to use it.

Finally, the librarians having followed all the suggestions discussed here may still find themselves lost. There remains yet another avenue open. Within the framework of the American Library Association, librarians and educators can call upon assistance in finding specific as well as general information regarding materials, dealers and other factors. Published lists, whether in books or periodicals, are quickly out of date in the volatile market of the international book trade.

Librarians can and should, therefore, call upon the accumulated experience and resources of other librarians.[25] This is an avenue often travelled in the USA and Canada.

FOOTNOTES

[1] The United States does not have a legally mandated "official" language, nor for that matter any coherent "language policy." But languages other than English are in the American context "foreign" or "minority" languages. See Arnold H. Leibowitz, *Federal Recognition of the Rights of Minority Language Groups* (Rosslyn, VA: National Clearinghouse for Bilingual Education, 1982); and, more generally, Charles A. Ferguson and Shirley Brice Heath, eds., *Language in the USA* (New York: Cambridge University Press, 1981); Margaret A. Lourie and Nancy Faires Conklin, eds., *A Pluralistic Nation: The Language Issue in the United States* (Rowley, MA: Newbury House, 1978); and Richard W. Bailey and Manfred Görlach, eds., *English as a World Language* (Ann Arbor: University of Michigan Press, 1982). For thoughts on American attitudes towards other languages, see also Edward Dudley and Peter Heller, eds., *American Attitudes Toward Foreign Languages and Foreign Cultures* (Bonn: Bouvier Verlag Herbert Grundmann, 1983); and Paul Simon, *The Tongue-Tied American: Confronting the Foreign Language Crisis* (New York: Continuum, 1980).

[2] The standard work now appears to be Ann Holmes and Derek Whitehead, *Buying Books in Other Languages: A Handbook for Australian School and Public Libraries* (Canberra: National Library of Australia, 1983). I have not examined it, but am familiar with the sensible remarks of Derek Whitehead, "Buying Books in Other Languages," *Multicultural Libraries Newsletter*

(Victoria, Australia) II, 2 (December 1981), pp. 11-19.

[3] Many of the comments to be made about working with book dealers are, in any case, equally applicable to audiovisual dealers. A model subject bibliography for this field is Herbert H. and Rita L. Hoffman, *International Index to Recorded Poetry* (New York: H. W. Wilson, 1983).

[4] See Haynes McMullen,"Service to Ethnic Minorities Other than Afro-Americans and American Indians," in *A Century of Service: Librarianship in the United States and Canada*, ed. Sidney Jackson et al. (Chicago: American Library Association, 1976), pp. 42-61, and Natalia B. Bezugloff, "Library Services to Non-English-Language Ethnic Minorities in the United States," in *Library Services to Ethnocultural Minorities*, ed. Leonard Wertheimer, *Library Trends* 29, 2 (Fall 1980), pp. 259-274. American public libraries are institutions of local government and receive little or no state and federal government supervision. Unlike Canada, American public libraries receive little support or direction in foreign language services from the national government.

[5] Approximately one person in eight have non-English backgrounds, according to Dorothy Waggoner, "Non-English Language Background Persons: Three U. S. Surveys," *TESOL Quarterly* 12, 3 (September 1978), pp. 247-262. This figure is roughly confirmed by the 1980 Census, which did not ask questions as carefully worded as might be wished. For the situation in North Carolina, along with further references to the 1980 Census and related problems, see Patrick M. Valentine, "E. S. L. -- Who Needs It?: A Short Census of Non-Speakers of English in North Carolina," *North Carolina*

Foreign Language Journal 2, 4 (1984), pp. 2-4.

[6] See the remarks and further references in articles "American Identity and Americanization," "Assimilation and Pluralism" and "Pluralism" in Harvard Encyclopedia of American Ethnic Groups, ed. Stephan Thernstrom et al. (Cambridge: Harvard University Press, 1980), or the much briefer entries "Assimilation" and "Pluralism" in Dictionary of Race and Ethnic Relations, ed. E. Ellis Cashmore (London: Routledge & Kegan Paul, 1984).

[7] Nor should a library ignore the reading and learning needs in other languages of those whose native tongue is English, a point stressed by Marie Zielinska, "Library Service to Ethnic and Linguistic Minorities: How You Can Really Make It Work!" (paper read to the Public Library Section, Australian Library Association, November 1983). On the loss of fluency in second language learners, see Richard D. Lambert and Barbara F. Freed, eds., The Loss of Language Skills (Rowley, MA: Newbury House, 1982); and, more generally, the articles in Language Death, eds. Wolfgang Dressler and Ruth Wodak-Leodolter, International Journal of the Sociology of Language 12 (1977). On the loss of reading fluency in Japanese by Japanese, see John DeFrancis, The Chinese Language: Fact and Fantasy (Honolulu: University of Hawaii Press, 1984), pp. 216-218. (Yaeko Sato Habein, The History of the Japanese Written Language [Tokyo: University of Tokyo Press, 1984] unfortunately does not address this question.)

[8] On the need for multilingual library services, see Leonard Werthemier, "Library Services to Ethno-cultural Minorities: Philosophical and Social

Basis and Professional Implications," IFLA Working Group on Library Service to Ethnic and Linguistic Minorities Newsletter (London) 1 (Winter 1982-1983), pp. 8-19; Sylva N. Manoogian, "The Importance of Ethnic Collections in Libraries," in E. J. Josey and Marva L. DeLoach, eds., Ethnic Collections in Libraries (New York: Neal-Schuman, 1983), pp. 3-11; and, more briefly, Patrick M. Valentine, "Multilingual Library Services: Why Bother?" Public Library Quarterly 4, 4 (Winter 1983), pp. 61-63.

[9] The author's library, for instance, tries to handle book collections in about forty languages with two clerical staff and one professional librarian. For its operations and wider significance, see Patrick M. Valentine, "The North Carolina Foreign Language Center: A Public Library Service," Public Library Quarterly 5, 4 (Winter 1984), pp. 47-61.

[10] Only a limited number of dealers in Canada and the USA produce foreign book catalogs. Most are written in the target language; few carry annotations.

[11] Although academic libraries often rely upon the linguistic and subject expertise of their faculty and buy only in those languages and subjects, they too often have great difficulties in establishing and maintaining quality collections. Public libraries generally have no institutional ties with their clientele or with any established language-competent group.

[12] Some foreign English language publications do not indicate the book title in the orignal language, or whether the book is actually in English or the native language. This complicates verification and acquisition.

[13] WLT is published by the University of Oklahoma four times per year and carries general if professorial articles on current literary subjects as well as reviews. Booklist is published twice a month by the American Library Association (ALA).

[14] A letter of 7 September 1982 from WLT associate editor William Riggan to the author expressed the hope that WLT would be able to begin covering Asian language books. This is greatly to be desired!

[15] There is no adequate bibliographic control over such materials, many of which are produced on the local level. The most comprehensive source is U.S. Department of Education (Kansas City, MO), Refugee Materials Center Bibliography, compiled annually.

[16] Dealers listed are sometimes in North America or abroad, almost never are North American and overseas dealers both listed. Dealers listed are generally the ones used by Donnell Library. Not all dealers, at least in the harder to obtain languages, respond to inquiries.

[17] Based on a survey for the years January 1974 to December 1984, by Earle M. Gladden, coordinator of the lists during that period, contained in a letter of 29 October 1984 to the author. The lists were perviously produced by the Foreign Book Selection Committee of the ALA/Public Library Association, going back on an irregular basis to at least 1960, according to a conversation of the author with Martin A. Brady, a Booklist associate editor, 16 April 1985. During that time, responsibility for the various lists were shared by different librarians.

[18] Under the leadership of Frances Povsic, the ALA/Association for Library Service to Children's Committee on the Selection of Children's Books from Various Cultures has produced a number of listings over the past four years. The listings have appeared in *Booklist* for the past ten years, according to a conversation of the author with Barbara Elleman, a *Booklist* editor, 16 April 1985.

[19] For an excellent in-depth study, see Sharad Karkhanis, "Acquisition of South Asian Material for the Libraries of North America and Europe: Problems, Prospects and Perspectives," IFLA General Conference, Munich, West Germany, 1983.

[20] For instance, there are a number of subject bibliographies on Hispanic reading materials useful to the American librarian, such as Isabel Schon, *Books in Spanish for Children and Young Adults: An Annotated Guide* (Metuchen, NJ: Scarecrow Press, 1978-1983), 2 volumes; or Sylvia Flores Johnson, "Books in Spanish: A Core Collection," *Lector* 2, 4 (January/February 1984), pp. 12-17, and 2, 5 (March/April 1984), pp. 13-19. For further suggestions on Hispanic materials, consult "Collection Development Aids," in *NCFLC Newsletter* (Fayetteville, NC) Bonus II (Winter 1984).

[21] *World Dictionaries in Print 1983: A Guide to General and Subject Dictionaries in World Languages* (New York: R. R. Bowker, 1983).

[22] *Bilingual Educational Publications in Print 1983, Including Audio-Visual Materials* (New York: R. R. Bowker, 1983).

[23] Mutual understanding and confidence between the librarian and the

dealer are more important factors than distance or nationality. For example, the author's library has approval plans with dealers in Germany, Brazil and Greece, for Germanic, Portuguese and Greek books respectively. It supplements these approval plans with specific requests obtained from Booklist, WLT, dealer and publisher catalogs, review journals in the target languages, and other reviews in English plus recommendations from patrons. The author's library also uses approval plans for several Asian languages, but only with Asian book dealers domiciled in the USA because the library staff has less knowledge of and experience with Asian literatures and publishing industries.

[24] On the need specialized libraries have for systematic overseas buying trips, which are not now being as readily funded as in the past, see Richard D. Lambert et al., Beyond Growth: The Next Stage in Language and Area Studies (Washington, DC: Association of American Universities, 1984), pp. 247-248; and Karkhanis, pp. 12-13.

[25] Such as the IFLA Division of Libraries Serving the General Public, Round Table on Library Service to Ethnic and Linguistic Minorities! Within the ALA there are numerous groups which can offer various specialized advice. There are also three fairly general groups open to public librarians: the Public Library Association's Multilingual Library Services Committee, the Reference and Adult Services Division's subcommittee on Multilingual Materials (the two groups actually overlap and meet together in joint sessions), and the Ethnic Materials and Information Exchange Round Table (EMIE RT, with over 400 members). Two upcoming

publications of these groups will soon facilitate multicultural library use in the USA: an *Interlibrary Loan Directory of the American Public Library Foreign Language Collections*, arranged by language and location, prepared by the Multilingual Materials subcommittee, and a *Directory of Ethnic Publishers and Resource Organizations*, prepared by EMIE RT, which will include a list of dealers.

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section: ROUND TABLE ON LIBRARY SERVICES TO ETHNIC AND LINGUISTIC MINORITIES/ROTNAC

Joint meeting with ROTNAC

35 - ETHN-4 / ROTNAC-1 - E

CO-OPERATIVE NETWORKING IN METROPOLITAN TORONTO (REGIONAL MULTILANGUAGE DEPARTMENT)

BY

GENIA LORENTOWICZ
MANAGER
REGIONAL MULTILANGUAGE DEPARTMENT
METROPOLITAN TORONTO LIBRARY BOARD
TORONTO, ONTARIO, CANADA

KEYWORD(S):

CO-OPERATION
NETWORKING
LIBRARY SERVICES
LANGUAGES

For internal use only:

To be brought to meeting no: 187

Remarks:

to be presented orally ☒
for distribution only ☐

BEST COPY AVAILABLE

39

ABSTRACT

COOPERATIVE NETWORKING IN METROPOLITAN TORONTO

This paper outlines the political and geographical context of services to multicultural communities in the Metropolitan Toronto (Ontario, Canada) area, the factors which provided the impetus towards the creation of a cooperative network for the delivery of those services, the process by which it was created, its operations, and the ways in which it contributes to more effective library service. It also includes a discussion of the elements needed to maintain a functioning, efficient, network for the delivery of services to multilanguage/multicultural communities.

****

COOPERATIVE NETWORKING IN METROPOLITAN TORONTO

INTRODUCTION

For those who are contemplating organizing a cooperative network for the delivery of services to multicultural communities it must be stressed at the outset that a great deal of patience will be required. In the Metropolitan Toronto area, from the time the chief librarians of the seven public library systems adopted their multicultural policy in October 1976, stressing coordination among the public library systems, to the time that policy was put into effect took almost five years. This paper describes that five-year process; though it took so long, some of its elements are essential to the long-term success of any cooperative network. This paper also describes the conditions that led to cooperation, the mechanics of the network and the ways in which it answers some of the many problems involved in effective delivery of library services to multicultural/multilanguage communities.

POLITICAL AND GEOGRAPHICAL CONTEXT

Canada has a national policy of multiculturalism. In 1971 then Prime Minister Pierre Trudeau announced the government policy of "multiculturalism within a bilingual framework". This action arose out of the recommendation of a Royal Commission on Bilingualism and Biculturalism which, in its investigation of bilingualism in Canada was faced with the very real multicultural nature of our vast country. The Ontario Provincial Government quickly followed suit and passed it's own multicultural policy. These actions had important implications for all levels of public service in Canada particularly in areas which may have been reluctant, either for philosophical or monetary reasons, to examine and institute services to different linguistic groups. For library service the policies gave official justification to librarians in seeking commitments from their Boards.

The Metropolitan Toronto area is composed of five cities and one borough: East York, Etobicoke, North York, Scarborough, Toronto and York. Each of these is governed by a municipal body. Together they form the political unit called "Metropolitan Toronto". This two-tiered municipal structure is reflected in a two-tiered organization of public library service. Each geographical/political entity has a library Board. Regional boards were established in 1968 to provide a coordinating backup function to area library systems. In Metro Toronto all seven library systems are separate, and autonomous. There is no legislative mandate to cooperate.

The regional library of the Metropolitan Toronto area is located geographically in the City of Toronto. It is the only regional board in Ontario that operates an actual physical library open to the public. The other regional boards do not; they concentrate instead on their back-up support responsibilities. The Metro Regional Library has a dual role: to provide reference and research services to the entire Metro community as well as to assume responsibility for regional coordination of activities deemed suitable for cooperation by its area boards. It was, therefore, the logical place for a cooperative network for multicultural services.

It has been said that we may have the richest library system in the world, in that our combined budget for fiscal year 1984 was well over $50 million, which represents a little more than $40 per capita. The population we serve, according to the 1981 census, is as follows:

	*Multilanguage Population	Total Population
EAST YORK	26,735	101,975
ETOBICOKE	83,350	298,710
NORTH YORK	186,320	559,520
SCARBOROUGH	89,805	443,350
TORONTO	216,385	599,220
YORK	55,040	134,620
METROPOLITAN TORONTO AREA TOTAL	657,635	2,137,395

*Excludes English, French, Native Indian & Eskimo.

PROCESS TOWARD COOPERATION

The public library systems in the Metro Toronto area have a long history of serving ethno-cultural groups. They had been delivering services and building collections in many languages, in varying degrees, since 1957. From 1974 to 1979 increasing demands brought an enormous increase in the size of their multilanguage collections and the problems inherent in purchasing multilanguage books became more insistent. Demands and pressures were growing, both at the regional service level as well as at the local level. Attempts were made by individual library systems on an ad hoc basis to cope with the problems but the need for regional cooperation became evident. Since the mechanism for cooperation and coordination rested with the regional library, it was the natural focus for any kind of cooperative scheme involving the seven public library systems.

A Languages Coordinator was appointed by the Metropolitan Toronto Library in 1973 to promote services to multicultural groups and to help improve multilanguage collection building throughout the Metropolitan Toronto area. The chief librarians appointed a committee of representatives of each of the systems to meet regularly with the Languages Coordinator to explore areas feasible for cooperative action. The Committee's specific mandate was to implement the Metro-wide multilanguage services policy approved by the Administrators of the City and Borough libraries, a copy of which is appended hereto. This policy recognized the concept of one collection and use vs. individual ownership which was to grow into the Regional Multilanguage Department book deposit plan. In the formalized context of a committee the complexity of the problems, the need for clearly defined policies, and new mechanisms for service delivery became quickly apparent. Realizing that the issues were too complex to be dealt with in committee format, an analyst was hired by the regional board to assist the efforts of the committee.

The fact-finding phase of the analyst's study, was published in 1979.[1] The report pinpointed specific problem areas. Among these were: different levels of service throughout the region; uneveness in collections; variations in quality and quantities from one language to another; difficulties in locating persons with language skills to do selection and cataloguing; duplication of effort and material; lack of bibliographic access for some collections, affecting inter-library loan as well as user access; difficulties with sources of supply. There was insufficient information on the location of multilanguage collections throughout the area and incompatible statistical data frustrated meaningful comparison. All of the systems were having some or all of these problems to a greater or lesser degree.

The analyst, working closely with the Committee, first formulated objectives for a new service delivery mechanism,[2] and then proposed various alternatives to achieve them.[3] Finally, in 1980, the analyst's Working Paper #3,[4]: Programme for the '80's, outlined the specifics of the cooperative network, which involved the formation of the Regional Multilanguage Department to provide the services and a Manager, the writer, was hired in June 1980 to implement and run the operation.

The important part of this process, and one that cannot be stressed too often, is that every single step of the way was approved by each library board; from the passing of the policy, to acceptance of the objectives of the service, to the choice of services and the way they are to be provided. This process takes a long time, but it is essential for cooperation. The parties involved must formulate their own course, must themselves decide what they want and how they want it. Cooperation will not be successful if it is imposed or if the programme is not officially accepted by the members.

NETWORK OPERATIONS

The Regional Multilanguage Department (RMD) provides backup support services to all of the public library systems including the Metro Toronto Library itself. Basically it provides a deposit service of books in 15 languages and a centralized acquisition/cataloguing service for material in another five languages. In addition to the delivery of multilanguage books, RMD provides transfer capabilities, acquisitions lists, Metro-wide information exchange through a monthly newsletter, publishes a Guide to the location of multilanguage material, and assists in developing new areas for cooperation. The specific objectives of the RMD service relate to area libraries' objectives for multicultural library service: To relate the individual to the environment left behind by providing materials in the vernacular language; to help integrate people into their new community by providing information specific to their needs; to promote understanding and cross-cultural sharing and to promote the concept of multiculturalism.

The number of languages in which books were being purchased by all the systems was divided into three groups, "small", "middle" and "large" based on population statistics, user demand and other relevant factors. A different mechanism for the delivery of materials in each of these three categories was developed. Individual systems buy their own materials in the "large" languages while facilities at the regional level were developed to centralize acquisition, selection, and cataloguing of those materials, where appropriate. The "middle" languages, for which population groups were smaller and more mobile, are handled on a deposit basis. Where user groups and/or use of material was very small, a single regional collection is being developed and housed in the Languages Department of the Metro Toronto Library. The final selection of 14 languages for the deposit service and five languages for the centralized acquisition service was phased in over a three-year period. The status of all languages is reviewed once a year, so that a "middle" language, for instance, can be "small" or, as has happened, a "small" language became a "middle" and increased the deposit service to 15 languages. All requests for material must be approved annually by all the systems. The area libraries show support for the service by providing language expertise, where it exists in their systems, for selection of materials for the network.

Regional Multilanguage Department is a practical solution for handling practical problems associated with multilanguage material and it can be used as a model of a cooperative network. It is designed to allow expansion into other areas of service to multicultural groups, areas where all the systems agree would benefit by coordinated action.

To ensure that RMD remains responsive to the needs of the area libraries, the Manager of the Department works closely with a committee of representatives from each of the systems, the Metro Multilanguage Services Committee (MMSC) which meets once a month.

FACTORS FOR SUCCESSFUL NETWORKING

Before a group of independent, autonomous organizations can cooperate in a formal way all parties must acknowledge they have problems and unmet needs. Before they agree to cooperate they must know what benefits will accrue to them, how cooperation will solve their problems or significantly enhance their services. Questions will invariably arise such as: "Can we get together and work as a group?", "Can our problems be alleviated if we do?", "What concessions do we have to make?", "Will the benefits be worth it?", "How much of our autonomy do we lose?", "What exactly do we want from this service and how can we be sure we get what we want the way we want it?"

There are factors which work against cooperation. These must be taken into consideration when designing the network. One of these is fear of change. It does not necessarily arise out of complacency, but often out of a sense of job insecurity. Centralization, on the surface, appears to be a threat to people who are already ensconced and working individually in areas that will be the responsibility of the new service. Very often the elements of expansion and enhancement are not immediately realized. Workshops for staff at all levels should be held to explain not only the operation of the new system but also to point out its advantages to each area library system.

A big objection in Metro was the possibility that collections would not meet local needs. This fear was allayed by the development of collection profile forms which are submitted annually with requests. Fears also exist that area libraries will have no control over the service and, of course, there is always the lack of confidence that someone else can do as good a job. The service must therefore be designed to maximize responsiveness and efficiency and a participatory mechanism created to provide input. In Metropolitan Toronto the formal vehicle for cooperation and communication is the Metro Multilanguage Services Committee.

There are procedural differences. For instance, some put pockets in the back of their books, some in the front, some put labels an inch above the bottom of the spine, others two inches, etc. Procedural differences will invariably exist and entering a cooperative network necessarily involves changing to conform to a standard since too many exceptions are costly; there must be a degree of uniformity. The service, however, must be able to respond to legitimate specific needs. For instance, the size and complexities of the North York and Toronto Public Library Boards require specific accounting practices and we were able to devise additional procedures for our centralized acquisition programme which satisfied both Boards' auditors but are not necessary for the other systems. Differences such as these must always be agreed to by all the participants so that no one feels one system is getting preferential treatment.

There is also the aspect of different individual resources, particularly in an environment, as in Metro Toronto, where some systems are enormous and very rich, and others are very small and poor. There is fear that the poor will ride on the coattails of the rich, and the rich will be reluctant to cooperate because they may feel they don't need to. In Metro we equalize service to all areas by placing limits.

Lack of cooperation in other areas may have an effect on potential cooperation. For instance, in Metro we catalogue through a shared data base the books we acquire in the centralized acquisition programme. As libraries receive their books from RMD they modify the bibliographic record and transfer it to their own data bases. Automated circulation systems are presently being put into effect, all with different vendors, and the shared cataloguing data base is now in jeopardy necessitating other arrangements.

The essential elements in a successful cooperative venture are many: Board approval; a formal vehicle for cooperation and communication; clearly defined goals, annual evaluation of services, a willingness to adjust and adapt on the part of the participants, a willingness, for instance, to acknowledge that a book pocket either in the front or back of a book really does not make all that much difference. Consensus, flexibility, ability to adjust to specific client needs, the provision of an efficient service, - these are all necessary elements in a successful network, but the three most important are, patience, patience, patience.

The provision of effective service to multilanguage/multicultural communities is a challenge and one that cannot be met successfully by any one system acting alone as well as all the systems working together. All the commitment and goodwill in the world is not enough on an individual basis unless there is a mechanism through which concerted action can take place.

****

1. Tinsley, Barbara. Metro Multilanguage Services Study: Working Paper #1, Toronto, 1979.
2. Tinsley, Barbara. Metro Multilanguage Services Study: Objectives Proposed for the Development of Metro Multilanguage Services, Toronto, 1979.
3. Tinsley, Barbara. Metro Multilanguage Services Study: Working Paper #2, Toronto, 1979.
4. Tinsley, Barbara. Metro Multilanguage Services Study: Working Paper #3, Toronto, 1980.

MULTI-LANGUAGE SERVICES POLICY FOR PUBLIC LIBRARY BOARDS WITHIN THE METROPOLITAN TORONTO AREA

October 1976

The Canadian Federal Government policy on multiculturalism was officially announced on Friday, October 8th, 1971, in the House of Commons by the Prime Minister of Canada. The view of the government, as expressed by the Prime Minister, was that a policy of multiculturalism within a bilingual framework is basically the conscious support of individual freedom of choice. The government, in implementing this policy, outlined four ways for providing support as follows:-

> "First, resources permitting, the government will seek to assist all Canadian cultural groups that have demonstrated a desire and effort to continue to develop a capacity to grow and contribute to Canada, and a clear need for assistance, the small and weak groups no less than the strong and highly organized.
>
> Second, the government will assist members of all cultural groups to overcome cultural barriers to full participation in Canadian society.
>
> Third, the government will promote creative encounters and interchange among all Canadian cultural groups in the interest of national unity.
>
> Fourth, the government will continue to assist immigrants to acquire at least one of Canada's official languages in order to become full participants in Canadian society."

The Public Library Boards of the Metropolitan Toronto area, in implementing a multi-language policy at the local level, regard the provision of materials and services in languages other than English and French as a basic ingredient of the public libraries' obligation to respond to the total community. Since this response must satisfy the changing needs of diverse cultural entities whose mobility carries them from one end of the Metropolitan area to the other, the function of the multi-language services to the whole of the Metropolitan Toronto community must be clearly defined to ensure equality of access. The overall concept is of one collection and of use rather than ownership and, consequently, the multi-language services for the Metropolitan Toronto area need to work within a flexible framework of co-ordination.

To implement this policy, it is recommended:

1. That each Board recognizes its individual responsibility towards multicultural services and, within the resources permitted, will operate a multi-language service which will in turn co-ordinate with each other, the objective being an efficient multi-language service to the whole Metropolitan Toronto Area
2. That the collection of the multi-language service within the Metropolitan Toronto area remains basically a circulating one to the public through loans to individual patrons and, wherever possible, through their local library facility.
3. That the materials reflect the expectations of the community and include both adult and children's material.
4. That the multi-language programme envisages local collections which will be moved throughout the Metropolitan Toronto area as well as being housed at a central depository.
5. That the dual functions of the Metropolitan Toronto Library Board's Languages Centre and Languages Co-Ordinator be integrated and that the Head of the Metropolitan Toronto Library Board multi-language service be a person with the appropriate qualifications and abilities.
6. That there be a multi-language services operational group, formed of the staff of the Library Boards in the Metropolitan Toronto area, which will be responsible for the co-ordination and successful operation to their Library Boards within the Metropolitan Toronto area.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

OBJECTIVES PROPOSED
FOR THE
DEVELOPMENT OF METRO MULTILANGUAGE SERVICES

As recommended for approval by the Administrators of Borough and City Libraries, May 8th, 1979.

Prepared by Barbara Tinsley
Metro Multilanguage Services Analyst
April 9, 1979.

METRO MULTILANGUAGE SERVICES STUDY

Metro Multilanguage Service Objectives

The following objectives are proposed for the development of Metro-wide multilanguage service. The preparation of objectives is Step II. E. of the revised Project Plan for the Multilanguage Services Study.

OBJECTIVE	EXPLANATION
1. To develop MTLB regional support service which are consistent with the needs of the City and Borough Library Systems and which are based on rationalized use of MTLB funds available for regional support and supported by an appropriate organizational structure within MTLB.	The regional functions currently performed by MTLB have not been clearly defined and are based largely on historical precedent rather than on an assessment of current conditions. As a result, there is no rational basis for the expenditure of the MTLB funds currently used to provide regional support for City and Borough Collections and services in other languages. The regional service defined should be supported by an effective organizational structure within MTLB. This structure should be organized in such a way as to encourage user input to ensure the continued responsiveness of the service.
2. To develop programs for the cooperative selection and acquisition of multilanguage materials in order to ensure that a system can acquire material in a language regardless of the availability of language expertise.	The provision of a good service in other languages requires specialized knowledge for the selection and acquisition of appropriate materials. However, the availability of this language expertise in a system is frequently a matter of chance. The development of programs for the cooperative selection and acquisition of material in other languages would help to ensure that a library system could acquire material in any language in spite of a lack of appropriate language expertise.

OBJECTIVE	EXPLANATION
	It is recognized that the question of inclusion or not of French language service and materials in the content of multilanguage services will have to be addressed at a later date.
3. To improve Metro-wide bibliographic access to multilanguage materials through increased bibliographic control of multilanguage collections available in each library system.	At present much of the multilanguage material purchased by City and Borough systems is uncatalogued, reducing its use within a system and its availability for sharing among systems. While some of the material purchased by area systems is uncatalogued by choice, much of the material remains uncatalogued because of the lack of staff with appropriate language expertise. In order to achieve this objective, it will be necessary to determine the level and nature of multilanguage material requiring bibliographic control. Once this is determined efforts can be made to improve bibliographic control of this material and Metro-wide access to the bibliographic information.
4. To encourage, where appropriate, the transfer of material no longer required by a system in order to extend the useful life of multilanguage material in Metro.	There are conditions under which a library system might consider the transfer of material that it no longer requires to another system (s) that does require material in that language. For example, the movement of books in languages for which there is a small number of readers scattered amongst various systems. It is anticipated that the transfer of material no longer required by a system would extend the useful life of materials in certain languages.
5. To rationalize and equalize service to language groups across Metro through the development of Metro-wide multilanguage collection and service guidelines.	In spite of the fact that the ability of a system to provide good multilanguage collections and services is often affected by circumstances outside the control of the library, an attempt should be made to rationalize the multilanguage collections and services provided in Metropolitan Toronto. To this end Metro-wide collection and service guidelines should be developed for each language group. Such guidelines should include minimum collection and service standards based on objective criteria. While equalization of service throughout Metro may not occur, because of factors such as budget restraint, Metro-wide guidelines will ensure a rational basis for the development of collections and services by each system within its resources.
6. To improve the communication of multilanguage collection and service information among staff of the seven Metro Library Systems through the development of mechanisms to facilitate the exchange of information and ideas among systems.	At the present time there is very little information concerning multilanguage collections and services exchanged among the Metro systems. The development of a Metro-wide perspective, through the communication of information and ideas among systems, is essential for the achievement of Metro multilanguage services that coordinate with each other, as recommended in the Multi-Language Services Policy statement.

BEST COPY AVAILABLE

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section: ROUND TABLE ON LIBRARY SERVICE TO ETHNIC AND LINGUISTIC MINORITIES

36-ETHN-5-E

LIBRARY AND INFORMATION NEEDS OF VIETNAMESE STUDENTS AT AN AUSTRALIAN COLLEGE OF TECHNICAL AND FURTHER EDUCATION

BY

SABINA ROBERTSON
COLLINGWOOD COLLEGE OF TECHNICAL AND FURTHER EDUCATION,
COLLINGWOOD, VICTORIA, AUSTRALIA

KEYWORD(S):

VIETNAMESE
LIBRARY SERVICES - TERTIARY EDUCATION
INFORMATION
AUSTRALIA

For internal use only:

To be brought to meeting no:
165

Remarks:

to be presented orally ☒
for distribution only ☐

BEST COPY AVAILABLE

ABSTRACT

In 1984 a study was conducted on the library and information needs of 31 Vietnamese students enrolled in courses at Collingwood College of Technical and Further Education (TAFE). Method used and discussion of the findings is given, including courses enrolled, difficulties with subjects, preferred languages, use made of the College library and its resources, difficulties in library use, and reasons for use of other libraries.

A brief history of Viet Nam and forces which led to the expulsion of Vietnamese in the 1970's and subsequent re-settlement experiences in Australia is outlined at the beginning of the paper.

ABBREVIATIONS

TAFE = Technical and Further Education

ASSPR = Australian Second Language Proficiency Rating

TOP = Tertiary Orientation Program

EPUY = Employment Program for Unemployed Youth

A brief history of Viet Nam and forces which led to the mass migration of Vietnamese during the 1970's and early 80's may help in the understanding of the ethnic groups and socioeconomic background of the Vietnamese refugees who resettled in Australia.

HISTORY

The Vietnamese, a migrant people, derived originally from the area which is today the southern provinces of China. During the tenth to the eighteenth centuries they moved south from the Red River Delta in the North to the Mekong Delta in the South.

Before the arrival of the Western powers, Vietnam was annexed by China in the third century B.C. During the 1000 years of Chinese rule, the Vietnamese were forced to adopt the mandarinate system, culture, language and religion of China.

After Viet Nam gained its independence, successive dynasties ruled Viet Nam's expanding territories. Rivalling families weakened Vietnamese society which offered little resistance to the French commercial and religious penetration in the seventeenth and eighteenth centuries.

Official French rule was established in 1884. The South (Cochin China) was ruled directly and the Central and Northern regions indirectly. This pattern of rule reinforced pre-existing regional differences in the country (Viviani 1984, p.8).

During this period there were substantial changes in education and in the development of industry. The introduction of French education system which emphasized selectivity and elitism produced and educated a strata of society which was influenced by Western philosophy and concepts. This elitism helped create additional conflicts in South Vietnamese Society (Bennoun, P., Bennoun, R. & Kelly, P. 1984, p.57).

Nationalist groups were formed during French rule in reaction against exploitation and racism of the French. However, these movements were, temporarily, suppressed by the French.

The Japanese interrupted French domination during World War II. After the war the French attempted to regain control of Viet Nam but the Viet Minh has established a stronghold in the North. After a battle in 1954, Viet Nam became divided into two states, The Democratic Republic of Viet Nam in the North, supported initially by China and later by Russia, and, The Republic of Viet Nam in the South supported by the United States. After the division of the two regions, over 800,000 Northerners, mainly Catholics, moved south (Viviani 1984, p.11).

The subsequent conflict between the North and the South escalated into war and the weakening of the government in the South led to the eventual capture of Saigon by the communist forces in April 1975. The groups most vulnerable to the impact of the communist takeover were the Northerners, Southern Élite, the Catholics and Chinese.

EXODUS FROM VIET NAM

Viviani (1984) and Boman and Edwards (1984), although differing in opinion on the peaks of migration, observed that quite distinct groups of refugees left Viet Nam at different periods.

EARLY 1975

Refugees who left before the fall of Saigon, were the 'anticipatory' refugees (Viviani 1984, p.20). They were the high ranking army and government officials who were wealthy and western educated. The Northern Élite and wealthy Chinese also left during this period and were able to settle in a chosen country in reasonable comfort and with families intact.

The hysterical lobby groups of Western countries were the 'anticipatory' forces who airlifted thousands of children and babies prior to the fall of the government. The lobby groups worked on behalf of people seeking babies for adoption or for the anti-communist groups.

During this period, the presence of the U.S. fleet and willingness of the American government to accept all refugees incited panic amongst the Vietnamese. From April 30th to Mid May, 131,000 people were evacuated (Viviani 1984, p.21).

MID '75 - EARLY 1978

The economic and political failures heightened the deteriorating situation from which families regularly departed. The new economic zones and subsequent reallocation of people to these areas caused resentment and anger. The Chinese, however, prospered under free trade despite government attempts to control them. Tension between the Vietnamese and Chinese grew.

For the Vietnamese, the deciding factor to leave the country was the change in education. The new government used education as a vehicle for inculcation of socialist values. Formerly, education had provided the Vietnamese access to power and social mobility. The changes were dramatic. Cadres and politically respectable families had priority over the old élite in gaining access to higher education. The élite felt the changes keenly as their children were denied access.

Those who left during the period, May 1975 to early 1978, were mainly Vietnamese.

MID '78 - MID '79

The period mid 1978 to mid 1979 witnessed a sharp increase of refugee departures. The government decision to close all private retail businesses affected the Chinese who controlled 80% of retail trade (Viviani 1984, p.15). The Chinese had three alternatives: unemployment, transfer to the new economic zones or flight. Most chose the latter. 232,400 refugees (Viviani 1984, p.29) most of whom were Chinese, excaped during this period.

The worsening political situation with China, subsequent wars with Kampuchea and China and deterioration of living standards forced mass migration, particularly Chinese, from North and South Viet Nam.

The trauma of leaving Viet Nam, surviving the passage to the country of first asylum, enduring degradation of refugee camps and waiting for government officials to make their selections marked the beginning of a long journey of re-settlement in a new country for the Vietnamese refugees.

SETTLEMENT IN AUSTRALIA

Since 1975, 78,020 Indo-Chinese refugees have settled in Australia (Australia, Department of Immigration & Ethnic Affairs, 1983, p.29). The adoption by the host country has been difficult. High unemployment, and the economic recession have made certain sections of the Australian community resentful towards the Indo-Chinese refugees. The controversy of accepting refugees has occupied the media headlines for several years and recently Blainey's views (1984) have further ignited the debate over the Federal Government's policy on the settlement of the refugees.

Studies which have examined the settlement of Indo-Chinese children draw conflicting conclusions. More importantly, however, they illustrate the opposing attitudes of professionals working in the fields of social welfare and education. Collins (1982) believes that the Indo-Chinese children have adjusted well, whereas Leake (1982) contradicts Collins' findings. The effects of war, separation from family, adjusting to a different culture and school life now placed the children under enormous stress.

RESPONSE BY THE EDUCATION SYSTEM

The education system in Australia has made few concessions or allowances for students who come from Non-English speaking backgrounds. Studies by Meade (1983) and Swan (1984) reveal that students from Non-English speaking backgrounds are disadvantaged.

Meade (1983, p.177) observed that:

> .....for the NES (Non-English Speaking) families, high aspirations and hard work on the part of the children have failed to compensate for the problems experienced when they are put to the test of achieving in English based texts with insufficient remedial help.

Swan conducted a survey at Moorabbin College of Technical and Further Education (TAFE) and confirms Meade's findings with the evidence that "Non Native English speakers scored on average 5.56

marks lower than Native English speakers in all subjects surveyed" (1984, p.2).

The study conducted by Manton, McKay and Clyne (1983), added to the depressing picture of difficulties faced by students from Non-English speaking backgrounds, particularly recent immigrants.

The researchers (Manton et al. 1983, p.82) wrote:

> The English language deficiencies of the younger people in the sample are particularly distressing. Many of the young people who arrive in Australia with disrupted schooling and incompleted training are not catered for by existing schools, educational or training schemes.

The English as a Second Language (ESL) programs offered by the TAFE Colleges were critically reviewed in The Evaluation of Post Arrivals Programs (1982). The lack of courses catering to the educational needs of migrants was noted and a recommendation made that 8 million dollars be directed in upgrading and promoting courses in TAFE Colleges (1982, p.11).

TAFE LIBRARIES' RESPONSE

The effectiveness of TAFE libraries meeting the library and information needs of students who come from Non-English speaking backgrounds has not been documented in the literature. Despite grants being allocated to the libraries developing ESL collections and establishing collections of books in languages other than English, TAFE librarians have remained silent on the challenges and issues concerned with provision of library resources to ethnic minorities in a 'hostile' environment.

BACKGROUND TO STUDY OF VIETNAMESE STUDENTS AT COLLINGWOOD COLLEGE OF TAFE.

The main campus of Collingwood College of TAFE is situated in the small industrial inner urban city of Collingwood. The 1981 census indicated that of the 15,089 residents, 4,939 (33.7%) were born overseas. The main Non-English speaking countries of origin were, Greece, Turkey, Yugoslavia, Vietnam and Italy. The neighbouring inner urban cities of Carlton, Fitzroy, Brunswick, Abbotsford and Richmond have similarly high or higher proportion of overseas born residents. The College's educational influence extends beyond the local communities as many of the courses and subjects offered are unique in Victoria (College Handbook 1983).

Of the 9,000 students enrolled in full and part-time courses, the main library provides resources to an estimated 5,000 students enrolled in courses at the main campus, Otter Street; Trades Annex, Johnston Street; and Building Trades, Marine Parade, Abbotsford.

Unfortunately there is no official record of ethnic backgrounds of students enrolled, country of origin or language/s spoken at home. The only indicator which maybe used to estimate the number of different languages spoken by the students was a study conducted by a Multicultural Research Officer in October 1983. The study investigated the languages and country of origin of students enrolled in full-time courses at the main campus. Of the 373 students surveyed, 69% spoke a language other than English at home. The main languages used were, Italian, Greek, Vietnamese, Chinese and Polish. These statistics would have formed a basis for a study of library and information needs of students from Non-English speaking backgrounds. However, the scope of such a study, the time available and denied access to student records prevented such an undertaking.

Despite the limitations imposed on a study of students' library and information needs, a study of a particular ethnic group was accepted by the Director of the College, providing students gave their consent. The co-operation of teachers and students was essential for the execution of such a study. Of the students surveyed in the project conducted in 1983, the Vietnamese formed a highly visible group. Eight percent of the surveyed full-time student population were Vietnamese and forty percent of students born overseas gave country of origin as Viet Nam.

As most of the 1984 enrollments for ESL classes were Vietnamese, it was decided that these students would be the target group for a study based on their library and information needs and the effectiveness of the College library meeting the information needs of these students. The Vietnamese who were studying mainstreams English were located with the help of the Humanities teachers.

METHODOLOGY

The questionnaire used by Simsova (1982) in two of the research projects, Library Needs of Chinese in London and Library Needs of Vietnamese in London, formed the basis of the survey distributed to the Vietnamese.

Before the students were surveyed, informal visits to the ESL classes were arranged so that I became a familiar figure to them. From such visits and contacts with them in the library, I became better acquainted, and I felt more confident that they would co-operate with the proposed study.

After consultation with ESL teachers and a prominent member of the Vietnamese community, the questionnaire was distributed to students during their ESL and English classes during August 14 to 15th and September 3 to 5th, 1984. Accompanying the questionnaire was a letter of explanation and an assurance that the responses would be treated confidentially. A couple of teachers allowed the students to fill in the questionnaire while I was in the classroom. In most instances, however, the students filled in the questionnaire in their own time and returned them to the library. Of the 32 questionnaires distributed, 31 were returned.

The questionnaire elicited the following information:

1. Students' personal details (age, sex, ethnic group).
2. Educational level reached before leaving Viet Nam.
3. Date of arrival in Australia.
4. Work commitments.
5. Course details and difficulties with subjects studied.
6. Languages spoken at home and preferred language read.
7. Subjects read in books written in Vietnamese/ Chinese and English, and sources used.

8. Titles of newspapers and magazines read in the 3 languages; sources used and frequency of reading them.
9. Main reasons for using the College library and frequency of use.
10. Use made of the College library's audio-visual and ESL collections.
11. Difficulties with and suggested improvements of library collection and services.
12. Membership and main reasons for using other libraries.

Of the 31 students who returned the questionnaire, 30 were interviewed. The subsequent follow-up interviews were usually of 45 minutes' duration and were arranged at staggered times during October 9 to 12th; 15 to 19th; and 22 to 26th, 1984. The aim of the interview was to confirm and clarify answers given in the questionnaire and elicit:

1. Re-settlement experiences in Australia.
2. English courses attended on arrival and subsequent English language courses.
3. Details of students' school experiences: Viet Nam and Australia.
4. Library use in Viet Nam.
5. Reasons for selecting Collingwood College of TAFE.
6. Ambitions for further study.

Some of the students who attended the interviews were apprehensive and concerned about confidentiality of the interview, with the result that some of the students reluctantly supplied information and were unwilling to elaborate on answers given. A few students however, recounted in detail, life in Viet Nam before and after the change in government in 1975, flight from Viet Nam, camp life and re-settlement experiences in Australia.

SURVEY FINDINGS

ETHNICITY, AGE, SEX.

Twenty-two of the 31 students were ethnic Chinese and 9 were ethnic Vietnamese, thus the number of ethnic Chinese accounted for 70.9% of the respondents. Of the 31 respondents, 20 were females and 11 males. Their ages ranged from 16 to 27 years, the average age being 20 years. Some caution has to be exercised for the ages given by respondents. While students have not deliberately given false information, personal questions relating to age and educational level reached before leaving Viet Nam may not be entirely accurate.

FULL/PART TIME-STUDY

Of the 31 students, 2 were enrolled part-time. One student was employed by the Ministry of Housing and the other by General Motors Holden. The remaining 29 students were enrolled full-time. Eight of the students were enrolled in part-time courses at other TAFE Colleges or Institutes or working part-time. Some of the students appeared reluctant to indicate their work commitments and it was during the interviews that they revealed their place of work. Restaurants, fast food shops, family owned businesses and cleaning jobs were the most mentioned sources of employment.

COURSES ENROLLED IN AT COLLINGWOOD COLLEGE OF TAFE

Collingwood was not the first choice for many of the students as most would have preferred to attend an Institute nearer home, but they often had little choice other than to apply to Collingwood. Thus it was the students' educational background, motivation to go on to tertiary education, promise of gaining new skills for employment or re-employment, flexibility of the College to accept late applicants, selection made by companies to send employees to the College, recommendations from the local Commonwealth Employment Service and the fact that Collingwood was known to have a large Asian student population that resulted in the students enrolling at Collingwood.

TABLE 1: COURSES ENROLLED IN AT COLLINGWOOD COLLEGE OF TAFE. BREAKDOWN OF LEVELS OF COURSES, COURSES STUDIED, ETHNIC GROUP AND SEX

LEVEL	COURSES ENROLLED	ETHNIC BACKGROUND				TOTAL
		CHINESE		VIETNAMESE		
		FEMALE	MALE	FEMALE	MALE	
LEVEL 2 (Middle Level)	BUSINESS STUDIES CERTIFICATE	2				2
	COMPUTER OPERATOR'S CERTIFICATE				1	1
	Sub Total					3
LEVEL 3 (Apprenticeship)	PRODUCTION TECHNICIAN CERTIFICATE				1	1
	Sub Total					1
LEVEL 4 (Non-Apprenticeship)	BOOKKEEPING/TYPISTS	5		5		10
	Sub Total					10
LEVEL 5 (Access)	EMPLOYMENT PROGRAM FOR UNEMPLOYED YOUTH (EPUY)		1			1
	PREPARATORY TRADE PROGRAM (PTP)		1			1
	TERTIARY ORIENTATION PROGRAM (TOP)					
	APPLIED SCIENCE		4		2	6
	BUSINESS STUDIES	9				9
	Sub Total					17
	TOTAL	16	6	5	4	31

The College offers courses at 6 levels, with level 1 demanding the highest academic requirements. It is noteworthy that none of the students surveyed were enrolled in a course in level 1.

Level 2, otherwise known as middle level offers courses for the training of para professionals. Three of the students were enrolled in courses at this level: 2 in certificate of Business Studies (Accounting) and 1 in Computer Operator's Certificate.

Only 1 student was enrolled in a level 3 course, (Basic Vocational Apprenticeship). The Production Technician Certificate

BEST COPY AVAILABLE

enables the student to become a supervisor in a factory, or to use the qualification as a basis for further study.

Level 4, Basic Vocational Non-Apprenticeship stream, attracted 10 of the students surveyed, to the Bookkeeping/Typing course which was advertised as a low cost alternative to a secretarial school. (College Handbook 1983, p.133).

Seventeen of the students enrolled in courses offered at level 5, the access stream. Fifteen were enrolled in the Tertiary Orientation Program (TOP): 6 were enrolled in Applied Science and 9 in Business Studies. Of the 2 remaining students, 1 was enrolled in the Preparatory Trade Program and 1 in the Employment program for unemployed youth (EPUY).

None of the students surveyed were enrolled in level 6 courses, which are the recreational courses.

DIFFICULTIES WITH SUBJECTS STUDIED

TABLE 2: DIFFICULTIES OF SUBJECTS STUDIED: BREAKDOWN OF COURSES ENROLLED. (STUDENTS COULD NOMINATE MORE THAN ONE AREA OF DIFFICULTY).

DIFFICULTIES WITH SUBJECTS STUDIED	Cert. of Bus. Studies 2 students	Comp. Op. Cert. 1 student	Cert. of Prod. Eng. 1 student	Bookkeeping/ Typing 10 students	TOP Applied Science 6 students	TOP Bus. Studies 9 students	EPUY 1 student	Prep. Trade Program 1 student	TOTAL
CONTENTS OF SUBJECTS ARE DIFFICULT TO UNDERSTAND	1			2	4	7		1	15
LEVEL OF LANGUAGE USED IN TEXTBOOKS IS DIFFICULT	1	1		1	3	8		1	15
DO NOT HAVE ENOUGH TIME TO STUDY	1				2				3
TEACHER DOES NOT EXPLAIN CLEARLY						1			1
CANNOT UNDERSTAND TEACHERS' INSTRUCTIONS							1		1
DO NOT HAVE ANY PROBLEMS			1	7					8
TOTAL	3	1	1	10	9	16	1	2	43

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Irrespective of the level at which the students were studying, 74.1% of the students indicated that they were having difficulties. The group who listed more than one area of difficulty were the TOP students. Concepts of subjects, level of language used in textbooks and insufficient time for study were the major areas of concern for 11 of the 15 TOP students. Significantly these students plan to continue studies at Tertiary Institutes. The Bookkeeping/Typing students, however, on the whole, did not have any problems with subjects. This may be explained by the fact that the Business Studies Department interviewed and tested the students' English language proficiency against the Australian Second Language Proficiency Rating (ASLPR) scale. Students needed at least a rating of 1+ to be accepted into the course, whereas other departments accepted the students' school reports without further testing. The consequences of the inadequate selection procedures adopted by many of the departments is illustrated in Table 3.

TABLE 3: ATTRITION RATES OF VIETNAMESE STUDENTS, COMPARED WITH TOTAL ATTRITION RATES OF STUDENTS ENROLLED IN COURSES AT COLLINGWOOD COLLEGE OF TAFE

COURSES ENROLLED	TOTAL STUDENT ENROLLMENTS 1984	TOTAL NO. OF STUDENTS STILL ENROLLED IN COURSES BY SEPT. '84	% OF TOTAL STUDENT ATTRITION RATES	INTAKE OF VIETNAMESE STUDENTS 1984	NO. OF VIETNAMESE STILL ENROLLED IN COURSES BY SEPT. '84	% OF ATTRITION RATES OF VIETNAMESE STUDENTS
CERTIFICATE OF BUSINESS STUDIES (ACCOUNTING)	60	40	33.3	11	2	81.8
COMPUTER OPERATORS CERTIFICATE	30	20	33.3	2	1	50
DRAFTING (MECHANICAL, ELECTRICAL, CIVIL ENGINEERING)	50	40	20	6	-	100
BASIC ELECTRONIC CERTIFICATE	60	30	50	3	-	100
PRODUCTION TECHNICIAN CERTIFICATE	6	6	-	1	1	-
BOOKKEEPING/TYPING	43	33	23.3	10	10	-
TOP APPLIED SCIENCE	37	32	13.5	11	6	45.5
TOP BUSINESS STUDIES	75	69	8	10	9	10
SPVT PROGRAM	17	14	17.6	2	2	-
PREPARATORY TRADE PROGRAM	18	15	16.6	2	1	50
TOTAL	396	297	25.6	58	32	44.8

Not only was there a high attrition rate of Vietnamese students enrolled in courses but their failure in TOP was also high. Four of the 6 students studying Applied Science failed and 6 of the 9 students in Business Studies failed one subject and 1 student failed the course. The results were not surprising. 53.3% of the students had arrived in Australia since 1979, 80% spoke no English on arrival. The learning of English appeared to be haphazardly acquired via intensive English classes at hostels, Language Centres and schools. The frequent changing of schools disrupted continuity of the students' education, and was a factor in working against the successful completion of secondary education.

LANGUAGES SPOKEN AT HOME/PREFERRED LANGUAGE READ

TABLE 4: LANGUAGES SPOKEN AT HOME

LANGUAGES SPOKEN AT HOME	NO. OF STUDENT RESPONSES
CHINESE	8
VIETNAMESE	7
CHINESE/VIETNAMESE	9
CHINESE/ENGLISH	1
VIETNAMESE/ENGLISH	2
VIETNAMESE/FRENCH	1
VIETNAMESE/CHINESE/ENGLISH	3
TOTAL	31

Table 4 gives details of the languages spoken at home. Fifteen of the 31 students spoke only one language, Vietnamese or Chinese, while the remaining 16 spoke a combination of both languages as well as French or English. As to the degree with which they spoke English or Vietnamese, some spoke "only English with brothers and sisters" or "only Vietnamese with friends". Of the Chinese speaking students, 7 specified that they spoke Cantonese.

Table 5 gives a detailed breakdown of Table 4 and indicates the preferred languages read.

BEST COPY AVAILABLE

BEST COPY

TABLE 5: ETHNICITY OF STUDENTS, LANGUAGES SPOKEN AND PREFERRED LANGUAGES USED

ETHNICITY/NUMBER OF STUDENTS	LANGUAGES SPOKEN AT HOME /NUMBER OF STUDENTS	PREFERRED LANGUAGES READ		
		VIETNAMESE	CHINESE	ENGLISH/ FRENCH
CHINESE = 22	CHINESE = 8	1	7	
	CHINESE/VIETNAMESE = 9	6	3	
	CHINESE/ENGLISH = 1		1	
	CHINESE/VIETNAMESE/ ENGLISH = 3	1	1	1
	VIETNAMESE = 1	1		
	Sub Total	9	12	1
VIETNAMESE = 9	VIETNAMESE = 6	6		
	VIETNAMESE/ENGLISH = 2	2		
	VIETNAMESE/FRENCH = 1	1		
	Sub Total	9		
TOTAL = 31		18	12	1

The preferred reading languages of the 31 students were: 18 Vietnamese, 12 Chinese and 1 English. Despite the fact that 21 of the Chinese students spoke Chinese at home, 9 preferred to read in Vietnamese and 1 in English. All the ethnic Vietnamese preferred to read in Vietnamese. There does not appear to be a significant correlation between languages spoken at home and preferred reading language for ethnic Chinese if they are bilingual or trilingual. This phenomenon may be explained in relation to the educational background of the Chinese students when in Viet Nam and the influence of the political forces.

Before 1975, 20 of 22 Chinese students attended ethnic Chinese schools in Viet Nam. The change of government at the beginning of 1975 brought many changes amongst which were the closures of the private Chinese schools. With the subsequent closures, some of the students left school within a year, while those who continued their education were taught in Vietnamese. Generally, the students who left at the time of change preferred to read in Chinese, whereas those who stayed back preferred Vietnamese.

BOOKS READ IN VIETNAMESE, CHINESE AND ENGLISH

The choice and number of books read in Vietnamese, Chinese and English was dependent upon the students' literacy in a given language and time constraints of courses enrolled.

BEST COPY AVAILABLE

TABLE 6: NUMBER OF STUDENTS WHO READ BOOKS IN THE 3 LANGUAGES

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0	10	3	5
1	2	1	12
2	3	3	4
3	1	3	3
More than 3	3	6	7
TOTAL	19	16	31

Students were asked to indicate the number of books they had read in Vietnamese/Chinese and English over the last month. Table 6 documents the number of books read by the 31 students. Four of the students had read books in Vietnamese as well as Chinese during the period questioned.

If the figures are broken down by courses enrolled, it becomes clear that students enrolled in TOP Applied Science have read less books than those students enrolled in the Bookkeeping/Typing courses. Tables 7a-f supply information on the number of books and subjects read.

TABLE 7a-f: BREAKDOWN BY COURSE OF STUDENTS WHO READ BOOKS IN VIETNAMESE/CHINESE/ENGLISH

7a: BUSINESS STUDIES & COMPUTER OPERATORS CERTIFICATES = 3 Students

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0	1		
1		1	2
2			1
3			
More than 3		1	

The 2 students enrolled in the Business Studies Certificate course had read love stories and a book on self employment in Chinese. Books read in English were light romantic novels and cookery books. The Computer Operator Certificate student had not read any Vietnamese books since coming to Australia and books read in English were about Australian history.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

7b: PRODUCTION TECHNICIAN CERTIFICATE - 1 Student

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0			
1			
2			
3			
More than 3	1		1

The student enrolled in Production Technician Certificate read politics and history books in Vietnamese and English. As he had left school at an early age, he was "catching up" on his knowledge in these subject areas.

7c: BOOKKEEPING/TYPING - 10 Students

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0	2		
1	1	1	4
2	2	1	3
3	1	2	1
More than 3		1	

Love stories were popularly read by all of the students enrolled in the Bookkeeping/Typing course. One student did not read any books in Vietnamese, as she was concerned that the English would deteriorate if she continued to read in Vietnamese.

7d: TOP APPLIED SCIENCE - 5 Students

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0	4	1	1
1			3
2			
3			
More than 3	1		2

The TOP Applied Science students read course related material in English. As the course was demanding, students had little spare time to read books in Vietnamese or Chinese even though they had been Vietnamese and Chinese readers when in Vietnam.

7a: TOP BUSINESS STUDIES = 9 Students

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0	2	2	2
1			3
2		1	1
3		1	1
More than 3		4	2

Unlike the TOP Applied Science students, the TOP Business Studies students read many Chinese and English books. Most of the students read love stories. Only 2 had read course related books in English.

7b: EPUY, PREPARATORY TRADE PROGRAM = 2 Students

TOTAL NUMBER OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
0		1	1
1	1		
2			
3			1
More than 3			

The student enrolled in the EPUY program had no interest in reading books in English or Chinese, whereas the student enrolled in the Preparatory Trade Program had read books in Vietnamese and English during the last month.

BEST COPY AVAILABLE

SUBJECTS STUDENTS LIKE TO READ ABOUT IN THE 3 LANGUAGES

TABLE 8: SUBJECTS READ IN THE 3 LANGUAGES

GENRE OF BOOKS READ	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS	TOTAL
Romances	13	12	23	48
Detective stories	9	7	10	26
Adventure novels	11	4	13	28
Religious books	1		1	2
Philosophy	2	1	2	5
Astrology (Star Signs)	1	5	3	9
Politics	3		4	7
Economics	1	2	1	4
Accounting	1	1	3	5
Law (Legal Studies)	1		3	4
Science	4	1	9	14
Art		1	1	2
Classics	2	2	1	5
History	8	5	10	23
OTHERS: Psychology	1	1	1	3
Chinese culture		1		1
Movie stars' lives		1		1
Short stories		1		1
Biography			2	2
Calligraphy			1	1
Electronics			1	1
Poetry	1			1
Horror stories	1			1

Table 8 documents the subject preferences of the students surveyed. Romances, detective stories, adventure novels and history were popularly read in the 3 languages. Romances were particularly popular. Even though 22 of the respondents were female, the love stories held universal appeal. Students who mainly read romances, were generally young, had left Viet Nam at a young age and reading proficiency in Chinese or Vietnamese may not have progressed beyond primary school level. On the other hand, students who read a variety of subjects, history, poetry, politics as well as romances and detective stories, were older and had nearly completed secondary education or begun tertiary studies before leaving Viet Nam.

Few read course related work in Vietnamese or Chinese. Those who indicated that they had read course related books when interviewed, had either read them in Viet Nam or when they had first arrived in Australia.

BEST COPY AVAILABLE

Not surprisingly, more students read course related books in English. The TOP Applied Science students, read more books in their subject areas than the TOP Business Studies students who were more interested in romantic novels.

Students were asked to indicate the source/s they used to obtain the books they had read. Table 9 reveals that the most mentioned sources were libraries and friends.

TABLE 9: SOURCES USED TO OBTAIN BOOKS WRITTEN IN THE 3 LANGUAGES

SOURCES	READERS OF VIETNAMESE BOOKS	READERS OF CHINESE BOOKS	READERS OF ENGLISH BOOKS
Bought them	1	7	8
Ordered by post		1	3
Borrowed from friends	5	9	3
Borrowed from a library	7	8	19
Given as a present		1	
Other			

More students borrowed books written in English (19) than Vietnamese (7) or Chinese (8) from libraries. Students tended to borrow Vietnamese/Chinese books from Public libraries which were known to have large collections, such as Fitzroy, Flemington and Carringbush, rather than from Collingwood College of TAFE library because they had 'read out' the relatively small Chinese collection at Collingwood. For books written in English, the preference was to use the College library first for course related material and then fiction and recreational books. However, if the College library did not hold them, friends were used.

It is likely that the library is used more than indicated, since the second largest supplier of books were friends who may have also obtained these books from a library, as revealed during the interviews.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

NEWSPAPERS/MAGAZINES WRITTEN IN VIETNAMESE, CHINESE AND ENGLISH

TABLE 10: READERSHIP OF NEWSPAPERS AND MAGAZINES WRITTEN IN THE 3 LANGUAGES

LANGUAGES USED	NEWSPAPERS	MAGAZINES	NEWSPAPERS/ MAGAZINES	TOTAL
VIETNAMESE	5	1	12	18
CHINESE	2	6	7	15
ENGLISH	5	3	23	31

Thirty-one students read at least a newspaper or magazine in Vietnamese, Chinese or English. The combination of newspapers and magazines read in each of the 13 languages is set out in Table 10.

TABLE 11: READERSHIP OF IDENTIFIABLE NEWSPAPERS WRITTEN IN THE 3 LANGUAGES

VIETNAMESE NEWSPAPERS		CHINESE NEWSPAPERS		ENGLISH NEWSPAPERS	
Titles Read	no. of students	Titles Read	no. of students	Titles Read	no. of students
Chuông Saigon	17	Sing Tao Jih Pao	9	The Age	27
Việt Luận	4			The Sun	18
Chiêu Dương	3			The Herald	7
Viet Nam Ngay Nay	2			Waverly Gazette	1
Chang Chiến	1				
Quê Hương	1				

Seventeen of the students who read Vietnamese newspapers read at least Chuông Saigon (Saigon Bell) and in addition several students read Viet Luan (Vietnamese Herald) or Chiêu Duong (The Sunrise). These newspapers are published in New South Wales and Chuông Saigon, being the longest established of the newspapers, has the strongest following. The newspapers cover local and overseas political affairs, sporting news, news from Viet Nam and regular features such as astrology. The low cost of the newspapers compared with the relatively high cost of Vietnamese magazines may have influenced a higher readership of the newspapers.

Unlike the variety of newspapers read in Vietnamese, far fewer newspaper titles were read in Chinese. One of the newspapers, Sing Tao Jih Pao, a daily newspaper published in Sydney, was read by 9

BEST COPY AVAILABLE

of the students.

Twenty-seven of 28 students indicated that they read the Age. The newspaper was not read for its political commentary, but rather for job vacancies, short news items, sporting news and The Green Guide (television and radio guide). Advertisements, sporting news, short human interest stories, were the main reasons given for reading The Sun and The Herald.

TABLE 12: READERSHIP OF IDENTIFIABLE MAGAZINES WRITTEN IN THE 3 LANGUAGES

VIETNAMESE MAGAZINES		CHINESE MAGAZINES		ENGLISH MAGAZINES	
Titles Read	no. of students	Titles Read	no. of students	Titles Read	no. of students
Chieu Duòng	3	Sister Pictorial	12	Women's Weekly	10
Chuông Saigon	2	Ladies & Home	1	New Idea	9
Viêt Luân	2	Cinemart	1	Cleo	8
Phu Nu Viet Nam	2	Overseas Chinese Culture	1	TV Week	6
Hoa Nien	1	Weekly Affair	1	Time	5
Quê Me	1			Vogue	4
Tiêng Goi	1			Reader's Digest	3
Tien Phong	1			The Bulletin	2
Vi Nuóc	1			Cosmopolitan	2
				Woman's Day	2
				Byte	1
				Dolly	1
				Juke	1
				Mode	1
				Monthly Age	1
				Newsweek	
				People	1
				Star Inquirer	1
				Wheels	1
				Wool	1

The current affair styled Vietnamese magazines appear to be the dominant type of magazine published in Australia. Chûong Saigon, Viêt Luân and Chieu Duòng, published by the newspapers of the same title, were read by 7 of the students. The coverage included current affairs, human interest stories, activities of Vietnamese communtiy, traditional and contemporary short stories, articles about political situation in Viet Nam, people seeking news of lost relatives, health and beauty features and consumer advice.

Few students read the overseas magazines *Quê Me* (French), *Tièn Phong* and *Phu Nu Viet Nam* (U.S.) as they were not only costly but not regularly held by the local Chinese shops.

Small groups within the Vietnamese community published free or nominally priced magazines. *Hoa Nien* published by a youth group in Richmond and *Tiềng Goi* published by a local Baptist group in Kew, received a loyal following amongst students at the College.

The bright, brassy Chinese magazines read by the Chinese readers were a sharp contrast to the more conservative Vietnamese magazines. The interests of the students were confined to beauty, fashion, movie star gossip and the latest Chinese video and movie releases.

Twelve of the students who read Chinese magazines, read *Sister Pictorial*, an attractively packaged Hong Kong magazine which advised young women on the arts of beauty, fashion, and social etiquette. *Weekly Affair* and *Cinemart* two of the identifiable video and music magazines read, covered the latest video and record releases from Hong Kong and the 'ups and downs' suffered by the music, television and movie stars.

The most popular magazines read in English were the *Australian Women's Weekly*, *New Idea*, *Cleo* and *TV Week*. Students found the articles in these magazines informative and easy to read. Current affair magazines, *Time*, *Bulletin* and *Newsweek* were read by few students.

The frequency of reading newspapers and magazines and the sources used, are documented in Tables 13 and 14.

TABLE 13: SOURCES USED TO OBTAIN NEWSPAPERS & MAGAZINES WRITTEN IN THE 3 LANGUAGES

SOURCES OF SUPPLY	VIETNAMESE			CHINESE			ENGLISH		
	Newspapers	Magazines	News/Mags	Newspapers	Magazines	News/Mags	Newspapers	Magazines	News/Mags
Bought	3	1	10	2	5	7	5	1	20
Ordered by post			3			3			6
Borrowed from friends	1	1	4		3	6	1		6
Used in library	3		8		1	4		2	16
Others From			3			1			1
Read at work									1

TABLE 14: FREQUENCY OF READING NEWSPAPERS AND MAGAZINES IN THE 3 LANGUAGES

FREQUENCY	VIETNAMESE NEWSPAPERS/ MAGAZINES	CHINESE NEWSPAPERS/ MAGAZINES	ENGLISH NEWSPAPERS/ MAGAZINES
Daily	3	3	5
More than once per week	4	4	5
Weekly	5	4	8
Monthly		1	2
Not often	7	4	11
Never	2		

Unlike books, students generally preferred to buy newspapers and magazines. Readership of Chinese newspapers and magazines indicated a preference for regularly buying or borrowing from friends. Vietnamese newspapers and magazines, because of relatively high cost, were not as frequently read, and when they were read, students used a library.

The readership of newspapers and magazines written in English indicated a regular following. Although many bought newspapers and magazines, the library was used as an alternative source.

BEST COPY AVAILABLE

COLLEGE LIBRARY USE

TABLE 15: FREQUENCY OF USE OF THE COLLEGE LIBRARY: BREAKDOWN BY COURSES

FREQUENCY	COURSES ENROLLED								TOTAL
	BUS. STUDIES CERT.	COMPUTER OP. CERT	PROD. TECH. CERT.	BOOK-KEEPING /TYPING	TOP APPLIED SCIENCE	TOP BUS. STUDIES	EPUY	PREP. TRADE PROGRAM	
Several times a day	1					4			5
Daily		1		6	5	4		1	17
Weekly	1		1		1				3
Monthly				1					1
Not often				3		1			4
Never							1		1
TOTAL	2	1	1	10	6	9	1	1	31

Thirty of the 31 students indicated that they used the College library. Due to the structure of the TOP courses, the Business Studies students, in particular, were the most frequent users.

The students' purpose for use of the library is revealed in Table 16.

TABLE 16: MAIN REASONS FOR USING THE COLLEGE LIBRARY. RESPONSES LISTED IN ORDER OF PRIORITY

PRIORITY	REASONS FOR USING COLLEGE LIBRARY				
	TO MEET FRIENDS	TO STUDY	TO BORROW BOOKS	TO FIND INFORMATION	OTHER REASONS
1		17	8	5	
2	1	10	14	6	
3	4	2	5	12	3
TOTAL	5	29	27	23	3

Students were asked to indicate in order of priority, the main reasons for using the College library. Study, borrowing books and finding information were the 3 major reasons.

For 56.6% of students, study was their first priority. The

BEST COPY AVAILABLE

reasons elicited during the interviews were: the library was quieter than home, access to the book collection and able to ask teaching staff for help.

Borrowing books was given second priority by 46.6% of the students. Most borrowed course related books. Borrowing of fiction and recreational reading was given a low priority.

Forty percent of the students nominated finding information as the third priority. Again, information sought was course related.

USE OF THE AUDIO-VISUAL AND ESL COLLECTIONS

Students' reluctance to use collections other than the mainstream book collection was highlighted by the underutilization of the audio-visual and ESL collections. The following factors may have contributed to the low usage:

1. The audio-visual collection was located away from the main flow of traffic.
2. It was time-consuming to set up the hardware in order to listen to, or view the audio-visual material.
3. Some teachers did not incorporate the use of audio-visual media or ESL books in their teaching programs with the result that a few students did not know of or had forgotten the collections' existence.
4. As the teachers' did not fully utilize the collections, the students were not shown the potential usefulness of the ESL or audio-visual collections.

DIFFICULTIES IN USING THE LIBRARY

Fifty-three percent of the students indicated that they had difficulties in using the library. The 4 most mentioned problems were: using the catalogues, locating books on the shelves, shortage of books in the subject areas and reluctance in seeking help from the library staff.

Using the catalogue still caused confusion and frustration, even though the students had been given instructions on the use of the catalogues. The organization and arrangement of entries was unclear and students preferred to browse along the bookshelves.

Similarly the classification system used to organize the library's resources was not understood. Despite the user education programs conducted at the College and in schools students had previously attended, the arrangement of books on the shelves was still a mystery.

The TOP Business Studies students who relied on the library to provide course-related material were frustrated by the limited book collection. As assignments were regularly given to students, demand made on certain subject areas was heavy. Students unable to locate needed texts had to use alternative sources, mainly the local Public library.

Unfortunately, the students' reluctance to ask library staff for help exacerbated their difficulties in using the College library. Many were shy and lacked confidence with their English and were afraid that the library staff would not understand them. Furthermore, they did not want to bother library staff because they looked busy.

SUGGESTED IMPROVEMENTS OF THE LIBRARY'S COLLECTION

Students were asked to indicate improvements they would like to see take place in the library's collection. Not surprisingly, most suggested that the library should provide more course-related material written in English. Few suggested that the library should provide books in Vietnamese or Chinese in subjects studied.

Nineteen students wanted the library to provide cassette tapes to assist with the learning of English grammar. They believed that the tapes would be more useful than books, as they would have practice in listening to instructions.

The request for Chinese magazines and newspapers, may reflect the limited holdings by the local Public libraries which have large Chinese book collections but do not appear to subscribe to many of the Chinese newspapers and magazines.

PUBLIC LIBRARY MEMBERSHIP AND USE

As the students had little or no experience in using Public libraries before coming to Australia, it is significant to note that 74.2% of the students use or are members of Public libraries, other TAFE and Institute libraries.

TABLE 17: MEMBERSHIP & USE OF PUBLIC, COLLEGE AND INSTITUTE LIBRARIES

LIBRARIES USED/MEMBERSHIP	NO. OF STUDENTS
Box Hill Public Library	1
Camberwell Waverly Regional Library Service	1
Carringbush Public Library	12
Collingwood Branch of Carringbush	4
Elsternwick Public Library	1
Essendon Public Library	1
Fitzroy Public Library	10
Flemington Public Library	1
Footscray College of TAFE	1
Footscray Public Library	2
Maribyrnong Public Library	1
Myer House	1
North Melbourne Public Library	1
Northcote Public Library	1
Nunawading Public Library	1
Prahran Public Library	1
Prahran College of TAFE	1
Richmond Community Education Centre	1
RMIT Institute	1
RMIT TAFE	1
State Library of Victoria	2
Williamstown Public Library	1

Table 17 not only lists current membership of Public libraries, TAFE and Institute libraries used, but also libraries used when students first arrived in Australia. The number of students who use the Public libraries may in fact be higher, as some relied on a brother or sister to borrow books for them.

Students were asked to list in order of priority, the main reasons for using another library. The 3 main reasons given were: library held books 'that I needed', close to home and hours of opening were more convenient.

As the College library had difficulty in meeting the demands of students requiring course-related books, many used their local Public library's collection to help them with assignments. Needed books also included Chinese and Vietnamese novels. Some students travelled long distances to Public libraries which were known for their collections of Chinese and Vietnamese books.

Close proximity to home and longer hours of opening gave the students access to a wide range of resources. Although the College library was open until 8 o'clock, four nights a week, few stayed back after their classes had finished. As several students did not live near the College, taking home heavy books was not an attractive proposition. The convenience of using a Public library near home and hours of opening which suited the students, was appreciated.

CONCLUSION

The data collected from the questionnaire and interviews will provide a basis for the development and provision of resources and services which will meet the information and library needs of Vietnamese students at Collingwood College of TAFE.

It is hoped that the services and collection developed by the College library will complement those services offered by the surrounding Public libraries. Co-operation and closer liaison with the Public libraries will ensure that the Vietnamese community have access to collections which reflect their linguistic, cultural and educational needs.

REFERENCES

Australia. Department of Immigration and Ethnic Affairs (1983) Review 1983, AGPS, Canberra.

Blainey, Geoffrey. (1984). 'The Asianisation of Australia', The Age 29 March, p.11.

Bennoun, Phillip, Bennoun, Robert & Kelly, Paula. (1984). The Peoples from Indo-China, Hodja, Richmond, Victoria.

Boman, Bruce & Edwards, Maurine. (1984). 'The Indochinese refugee: An overview', Australian and New Zealand Journal of Psychiatry 18, 40-52.

Collingwood College of TAFE (1983). 1983 Handbook, The College, Collingwood.

Collins, Elizabeth. (1982). Indochinese Refugee Children in Melbourne Primary Schools: Information Paper, Victorian Ministry of Immigration and Ethnic Affairs, East Melbourne.

Evaluation of Post Arrival Programs and Services (Frank Galbally, Chairman). (1982). Australian Institute of Multicultural Affairs, Melbourne.

Leak, Jenny E. (1982). Smiling on the Outside, Crying on the Inside: The Prevalence and Manifestation of Emotional Stress in Refugee Children from Vietnam Aged 9-12 years: A Pilot Survey, South Australian College of Advanced Education, Bedford Park, South Australia.

Manton, Susan, McKay, John & Clyne, Michael. (1983). English Language Learning Needs of Adult Migrants in the Western Suburbs of Melbourne, AGPS, Canberra.

Meade, Phil. (1983). The Educational Experience of Sydney High School Students: A Comparative Study of Migrant Students of Non-English Language Speaking Origin and Students Whose Parents Were Born in an English Speaking Country, AGPS, Canberra.

Simsova, Sylva & Wey Tze Chin. (1982), *Library Needs of Chinese in London*, Polytechnic of North London, School of Librarianship and Information Studies, London.

—(1982), *Library Needs of Vietnamese in Britain*, Polytechnic of North London, School of Librarianship and Information Studies, London.

Swan, Maeve & Jackman, Roger. (1983), Multicultural Project 1983: Progress Report No.1, Collingwood College of TAFE. (Mimeograph).

—(1984), "TAFE Staff Development Project: Multiculturalism in TAFE", *TAFE Migrant Education* No.11, (1-2).

Viviani, Nancy. (1984), *The Long Journey: Vietnamese Migration and Settlement in Australia*, Melbourne University Press, Carlton, Victoria.

IFLA GENERAL CONFERENCE CHICAGO 1985

Division: Libraries serving the general public

Section: Joint meeting of the RT Library
Services to Ethnich and Linguistic
Minorities and ROTNAC

42 ROTNAC-2 / ETHN-6 - E

Nordic Cooperation on Selecting Books for Immigrants

by

Jes Petersen

Deputy Director

The State Directorate for Public Libraries

Copenhagen, Denmark

For internal use only:

To be brought to meeting no:

..........137..................

Remarks:

to be presented orally ✓

for distribution only

During the 60's and 70's a number of immigrants came to Scandinavia, most of them to Sweden, but eventually also to Denmark and Norway. During the first years mostly men arrived to fill up the vacant jobs. Later women and children followed. In the 70's and 80's the Scandinavian countries received refugees from different countries, mainly Latin-America and Vietnam.

Sweden has the largest number of immigrants, approximately 400 000, Denmark has 110 000, and Norway 90 000. These figures include immigrants from the other Scandinavian countries, from Northern Europe and the USA. Immigrants from these areas represent, in fact, the largest percentage of all immigrants in Scandinavia today.

As regards these immigrants there have not been so many problems with library service, and it has been rather easy both to find the right titles and to purchase the books. Generally speaking the libraries had already done this for many years. The difficulties arose when the library authorities both on a local and the state level tried to establish a library service for people speaking languages which the Nordic librarians did not know themselves, people who came from countries with a literature they did not know about and with a bookmarket they were not acquainted with. And many immigrants come from such countries.

Thus in Sweden the largest groups of these immigrants are from Yugoslavia, Turkey, Greece and the Arab-countries. Denmark and Norway also have immigrants from these countries, but here there also are large groups from Pakistan and Vietnam. Today the Turks are the largest immigrant group in Denmark, the Pakistanis in Norway, and the Yugoslavs in Sweden. For these immigrant group the libraries simply had no books, so they had to start from scratch. As a start the central authorities gathered information about the language and literature of the immigrants' mother countries, committees were set up in each country, goals were put forward in reports. Later on immigrant organisations also contributed with reports and suggestions. The main goal was that the immigrants should be given a library service equal to the one given to the citizens born in our countries or preferably even better because after all there are fewer immigrants and they are endangered of an isolated life, a so to say limited situation as regards information, if the library service is not dimensioned extensively. The service should foremost consist of books, newspapers and periodicals and if possible av-media in their own languages enabling them to preserve and further develop their own language and culture. Besides the service should make it possible for the immigrants to get insight in their new country's language, literature and culture and not least all kinds of practical information needed in order that they thrive and feel at ease in their new country, socially, culturally and as regards practical aspects in daily life. This task however was very great and because of the many difficulties the authorities realized that in the initial period only few and large libraries had the capacity to engage in these activities. So told very briefly in Denmark one big county library was appointed central library for the immigrant library service (later the service was established as an independant institution). In Norway the library of the capital took on the same responsibility, and in Sweden the public libraries in the three largest cities became socalled "loan centrals" all of them with financial support from the government. In these libraries librarians have specialized in service to immigrants, consultants have been employed to assist in book selection and cataloguing, import channels have been established, etc. By and by also some large and not so large libraries in all three countries have built up their own collections, but still many of the smaller libraries have refrained from buying books, and relies upon lending from the larger libraries. The situation in Sweden has been somewhat eased as Bibliotekstjänst (The Swedish Library Bureau) has offered books in a number of languages. Libraries in Denmark and Norway have also made use of Bibliotekstjänst's services but this has been rather expensive for them, as the books are delivered catalogued and classified according to the Swedish classification scheme. This necessitates recataloguing and reclassification in order to fit the books into the Danish and Norwegian systems.

However,it must be admitted that in spite of all the good intentions the aim regarding library service to immigrants is far from having been fulfille It is much lacking in comparison with that given to the mon immigrants, even if considered that by and by many immigrants are able to utilize the extensive supply in the language of the new country which means som progress at least regarding the information side especially where young people are concerned as these quite often become better acquainted with the language of their new country as the not so young.

After a few years librarians and central authorities engaged in this service realized that since the various language groups are relatively small in each country, and there is a large variety of groups, it would obviously be an advantage if we could work together on a Nordic basis to solve the problems involved. The first systematic cooperation resulted in the publication of KITAB, a manual for library service to immigrants published with a grant frc Nordisk Kulturfond (Nordic Cultural Fund). There has also been a certain extent of inter-library loan on a Nordic basis, and informal exchange of information between the libraries.

However, these initiatives could only be called small attempts as regards cooperation, and to day each library in each of the three countries do the same work and has the same problems and so in othe: words do double work regarding

1 getting catalogues from the book suppliers in he countries of the immigrants

2 orientation and selecting titles from catalogues and bibliographies which are not always easy to understand

3 establishing import channels

This work where done individually by the individul library leads to

- comprehensive correspondance with the suppliers

- minimum discounts and high freight charges becaus of small orders

- and first of all not rational exploitation of theexpertise.
Double work is also true of

4 translitteration and transcription

5 classifying and cataloguing

6 choice of forms of names

7 making catalogue cards and other printed material

8 annotations

By and by it was evident to all the libraries and the central authorities involved, i.e. the state directorates for public libraries and the library bureaues that exploitation of common Nordic experiences, contacts and ideas ought to lead to better results meaning better library service to the immigrants.

Followingly in 1983 a Scandinavian committee was established to investigate the possibilities for coordinating book selection and purchasing.

Denmark, Norway and Sweden chose three representatives each: one from the state directotate for public libraries, one from the national library bureau and one from a large public library with experience in immigrant library services. The committee began its work by summarizing the expectations of the libraries towards cooperation in this area.

Somewhat simplified, these ecspectations can be summarized as follows:

a) a large number of titles to choose from in the various languages

b) books delivered ready for use in the libraries (complete with book card, book pocket, catalogue card etc.)

c) the possibility of buying all books from the same supplier

d) the books should be as inexpensive as possible.

Further discussion of these points led to the following:

Regarding point a: A large number of titles to choose from in the various languages: There were several reasons for wanting a wide range of titles to choose from. Many libraries in the three countries already have a sizeable collection in these languages. The larger libraries, that annually order 300 or more titles in a single language, must be able to find enough titles of interest to satisfy their needs. Many smaller libraries have as mentioned so far put off buying books. One reason for this is that many of the previous offers have consisted only in 30-50 titles in a given language. The smaller library has assumed that in taking such an offer, it would end up with the same titles as all other libraries. In order to insure the best possible offer to the various immigrant groups, it would seem to be an advantage to coordinate book-purchasing within the country, or between a number of neighbouring libraries, and further to rely on inter-library loan. This, however, assumes the possibility of buying several different titles.

The committee considers this demand - a large number of titles in each language - as a condition for Scandinavian cooperation in this area.

Regarding point b: Books delivered ready for use in the libraries (complete with book card, book pocket, catalogue card etc.: The demand for books delivered ready for the shelves was carefully considered. This problem seems to be difficult to solve on a Scandinavian basis. The three countries use different classification systems; cataloguing rules differ as well. An additional problem is the diverging practice in transcribing several of the relevant alphabets. There was consensus in the group that a common system of transcription should be the ultimate aim. However, it was assumed that if we were to wait until a common system of transcription was agreed upon, it would take a long time before Scandinavian cooperation could be a reality. Therefore the committee agreed that the problem of making the books ready for use in the libraries, must be solved internally in each country.

Regarding point c: The possibility of buying all books from the same supplier: At the first committee meeting, some of the members assumed that Bibliotekstjänst (the only one of the 3 library bureaus with experience of importing books in these languages) would be able to take on the responsibility for importing all the books in the project. However, it soon became clear that it would be impossible to give Bibliotekstjänst such a "monopoly" Bibliotekstjänst itself did not wish to have such a position, and it seemed unreasonable considering the fact that other firms in Scandinavia are already engaged in importing this literature.

The committee therefore concluded that the libraries should be free in their choice of supplier. Nevertheless, the committee has requested that Bibliotek tjänst consider the possibility of supplying all the titles.

Dividing the responsibility for importing the various languages between the 3 national library bureaus was also discussed. This idea was abandoned, as the committee assumed it would be ineffecient to try to build up expertise at the two bureaus with no previous experience.

Regarding point d: The books should be as inexpensive as possible: The deman of importing books at the lowest possible cost was obviously not so easy to overlook. The committee felt that this demand will be realized by the decision to leave the choise of supplier to each library. Therefore the conclusion of the initial discussions was that the primary goal should be to establish a common Scandinavian system for book selection.

The committee aimed at annotated lists to assist the individual librarian in book selection. These lists should be common for all three countries.

To get an impression of the languages that might be of interest for cooperation in book selection, the committee compiled statistics relating to the size of each of the language groups in Denmark, Norway and Sweden. The figures for some of these languages are based on assumption, as the official statistics in each country are based on nationality, not language. In addition there is the problem that Denmark and Norway do not in their statistics include immigrants who have become naturalized.

The committee decided to concentrate efforts on language groups that represent at least 4000 persons within the three countries. For "smaller language groups" the committee has recommended a different system, which will be explained later. In addition the committee decided to omit languages that were only represented in one of the countries. Further, some languages had to be omitted due to various practical problems.

The languages found suitable for cooperation on book selection are: Turkish, Vietnamese, Urdu, Hindi, Arabic, Chinese, Spanish, Portuguese, Serbocroatian Macedonian, Albanian and Slovene.

The committee also decided upon the number of titles to be included in the lists for each language each year: For the larger languages, such as Turkish and Urdu about 500 and about 100 for the smaller ones. The lists are to include literature for adults and children, fiction and non-fiction, and in addition AV-material when available.

Joint criteria for media selection were established. Then came the question of who was to make the selection. Again, the committee started by investigating the possibility of relying on the Swedish Library Bureau. Calculations proved that it would be very expensive necessitating that the library pay for the selection lists. The committee considered this to be out of the question - the lists should be available to all libraries free of charge.

As already mentioned in all three countries one or a few larger libraries receive government grants for taking care of immigrants literature service on a national or regional scale. These libraries have already established routines for book selection. Would it be possible to take advantage of this? After some discussion the committee agreed, that the best solution would be to divide the responsibility for book selection in the different languages between these large libraries. This of course would mean more work for the libraries involved, because more information about each title would be necessary, annotations would have to be written and first of all many more titles be selected. On the other hand the libraries with responsibility for some languages would be saved work with the languages which their fellow libraries had undertaken to take care of. This would, of course, be on the condition that all the relevant languages were covered, and that all the libraries in question took part in the work.

The selection lists are to be prepared with the titles calalogued and classified according to the usage of the respective country. The lists will then be sent to Biblioteksstjänst in Sweden for distribution, free of charge, to interested libraries in all three countries.

The expenses involved are to be covered by redistribution or increase in the government grants in each country.

The committee recommended this solution. However, since there are so many unknown factors - not least how time-consuming the work will be - the committee recommends a trial period of at least two years.

Then there is the question regarding the many "small languages" i.e. languages spoken by only few people in each country. As for these the committee is of the opinion that it would be most efficient to try to reach a common Scandinavian solution for these languages as well. Therefore the committee recommends that the responsibility for these languages is to be divided between the larger libraries in Scandinavia. Thus it can be ensured that at least one library has an adequate collection of literature in a given language. Other libraries can contact this library to borrow books or get information.

Financial support would also be necessary for these languages. The committee recommends that Nordisk Ministerråd (The Nordic Council of Ministers) gives grants to libraries for the establishment of a basic collection. Thereafter the library itself will be responsible for developing and maintaining the collection.

The committee recommends a similar division of responsibility for languages that more or less lack printed material, assuming that the library responsible for a given language would develop a certain knowledge in that language. This system would ensure that other libraries would know where they could get help.

The committee's proposal has been sent out on hearing to libraries and organisations.

Nearly all the answers are very positive. However, unfortunately, the suggested initiatives are at the moment threatened by the sad fact that state grants are in danger of being reduced because of the general economic crisis in the countries involved.

However, we feel very strongly that the suggestions of the committee should be given the possibility of being allowed the trial period as we who have put the suggestions forward believe that our proposals would involve a considerable improvement within this field of work.

93

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC
Section: ROUND TABLE ON LIBRARY SERVICE TO ETHNIC AND LINGUISTIC MINORITIES

44-ETHN-7-E

LIBRARY SERVICES TO TURKISH MINORITIES IN EUROPE

BY

DOÇ DR TÜLIN SAĞLAMTUNÇ
ASSISTANT PROFESSOR, DEPARTMENT OF LIBRARY SCIENCE
UNIVERSITY OF HACETTEPE
BEYTEPE, ANKARA, TURKEY

KEYWORD(S):

TURKISH MINORITIES
ETHNO-CULTURAL MINORITIES
IMMIGRANTS
SOCIALLY DISADVANTAGED

For internal use only:

To be brought to meeting no: 88

Remarks:

to be presented orally ☒

~~for distribution only~~ ☐

94

BEST COPY AVAILABLE

ABSTRACT

Tülin Sağlamtunç (TURKEY). Library Services to Turkish Minorities in Europe.

After the migration of Turks to the industrialized countries in Europe, there has been an increasing concern to provide them with media in their native language for their lingual and cultural identification in host countries. Selection, acquisition of Turkish media and library service for Turkish communities are bound with difficulties for European librarians due to language differences. A survey for Turkish users of German Public Libraries based on a questionnaire and interviews intends to help to improve the library service for Turks in Germany.

National Library Centers in host countries should have a Turkish library specialist for the handling of Turkish media and for managing a user-oriented library service.

Tülin Sağlamtunç (TURKEY). Library Service to Turkish Minorities in Europe.

SUMMARY

After the migration of Turkish people to the developed Western countries in Europe, there has been an increasing concern to provide them with their own cultural products in Turkish. This intention was met with many difficulties, regarding the language, cultural and socio-economical characteristics of Turkish people. As a part of the Integration and Reintegration Policy of the Federal Republic of Germany the public libraries would provide Turkish people with Turkish material. It has not been as successful as it was intended to be as people have great difficulties to keep their bilinguality. German is in many cases dominant and people read no more Turkish books. Another reason for lack of interest in Turkish media is that, they are not selected according to the users' needs and not very up-to-date. Public libraries are far from attracting adult Turks. Only children and young people use the public libraries In Germany EKZ(Central Library Supply Agency), in Sweden Bibliotekst jänst (The Swedish Libraries' Central Service), in Denmark the Gentof Kommunebibliotek are principle institutions which provide Turkish people with library materials among other nationalities.

A survey based on a questionnaire for Turkish users and interviews was conducted by the author in 1983-1984 with the intention of trying to help German librarians to improve the library service for Turks.

Selection and acquisition should be managed by Turkish library specialists in National Centers for Library Services in order to achieve more rational library services.

Library Services to Turkish Minorities in Europe

by

Tülin Sağlamtunç

Introduction:

After the so-called migration of Turkish people to the developed countries of Europe in 1960s European public libraries started to provide them, among other migrants of different origins, with public library service in their native language. As Federal Republic of Germany is still the country with the largest number of Turks in comparison with Sweden, Netherlands and Denmark, we shall focus our attention on this country:

In Germany live 1,580.700 Turks, which means that 33,9% of all the foreigners are Turks. It is a quite young population: 47,9% are young people, not older than 21 years of age[1]. Many of them were born in Germany or came there as small children with their parents.

It is a wide spread mistake that all the Turks in Germany are guest workers. People have migrated because of economical shortage, political oppression and educational purposes. Many of them would never admit that they have migrated but would tell that they intend to return to Turkey after they have solved their economical, political and educational problems in Germany. In fact some of them are really notmigrants .

As a matter of fact one can see 3 generations of Turks in Germany:

1. Guest worker type from Anatolian towns without any professional qualities,foreign language ability. Representative of a sub-culture consisting of conservative islamic-anatolian culture. Non-user of public libraries.
2. Second generation stands between the old tradition and the European way of life. Potential user of public libraries.
3. Third generation consists of very young people who can understand German better than Turkish. They have no intention to go back to Turkey. Potential user of public libraries .

The goal of the Integration Policy is the integration of the second and third generation of the migrants. There are educational programs adjusted for young people:

1. They must preserve their native language and culture, so that they can identify with their own culture and are able to re-adjust to their native society after their return to Turkey.
2. They learn the German language and try to understand the German culture and German society[2].

According to these objectives a young person should have all the necessary qualifications for integration and for reintegration in his life. In other words he would be fit to live in two very different societies.

German public libraries tried to function according to the Integration Policy and provided their Turkish users with Turkish media.

1. Library Service to Turkish Minorities in Europe, especially in Federal Republic of Germany:

At a seminar of the Danish UNESCO Schools Project in 1967 in Denmark, it was decided to provide the children of foreigners (immigrants, guest workers etc.) with media in their language in the libraries of host countries. The IYL (The International Youth Library) in Munich prepared acquisition lists in the languages of the guest workers."The Best of the Best" was published then as a catalogue consisting of these lists in 1971. In 1973"Commission of Foreign Workers and the Public Libraries" was founded in Denmark. In Berlin a project group "Library Service for Foreign Workers" was established under the auspices of the German Library Institute[3]. This working group was financially supported by the Federal Ministry for Education and Science and was composed of the following members: 1. IYL,2.EKZ (Central Library Supply Agency,Reutlingen),3. AFB(Office for Library Organization, Berlin),4. City Library of Duisburg, 5. City Library of Frankfurt/Main.

"The Project Group was responsible of:

1. Sorting and examination of suitable literature in original languages, and compilations of select lists with annotations and catalogue entries.
2. Provision of information or supply channels, central purchasing and central binding,
3. Preparation of publicity materials"[4].

In Sweden in 1974 the importance of books in the native languages of the immigrants were recognized."The Swedish Libraries'

Central Service, Bibliotekstjänst[5] started to organize a centralized import of books in immigrants' languages. Turkish books were selected by Swedish librarians in Turkey. Bibliotekstjänst offered other libraries those books in packages of about 30-50 volumes. Since 1977 Bibliotekstjänst has provided EKZ with Turkish books.The Dutch Library Service Firm NBLC (Nederlands Bibliotheek en Lektuur Centrum) has received since 1979 Turkish books from Bibliotekstjänst. Furthermore, Danish, Norwegian libraries regularly buy complete packages of books also in Turkish from Bibliotekstjänst[6]. There are also library guides on cassettes in Turkish in libraries[7].

In Denmark at the Gentofte Kommunebibliotek[8] as well as in Great Britain[9], France attempts are made to provide immigrants' children with literature in their native language.

IFLA(The International Federation of Library Associations and Institutions) Round Table of National Centers for Library Services (ROTNAC) was founded in 1976, which is a working group in the field of foreign literature. Thus it was possible to improve this special service for the libraries .

During the Frankfurt Book Fair 1978, the IYL organized an international seminar "Children of Foreigners and Their Literature"[10], where many specialists from different countries expressed that "most European countries were changed by the guest worker immigration into multilingual, multicultural societies, which require multicultural library service"[11].

In 1977 the German Project Group began a survey with a questionnaire sent only to librarians and found out that the libraria were at a loss about selecting the right titles for right people and had to face supply problems and that the Turkish users were the most active users of public libraries.

At last it published a useful handbook for all the German librarian concerned with this problem, giving valuable information in this area:"Ausländer in Öffentlichen Bibliotheken"(Foreigners in Public Libraries)[12] in Berlin.

There is a Namik Kemal Library in Berlin-Kreuzberg, founded in 1974 by the Kreuzberg City Library. It is run by a Turk and it consists of nearly only Turkish books. As a natural result the users are almost only Turkish people. Although some people might think it is a good solution, it must be said that such isolated libraries do no good for Turkish communities as they are isolated in their own subculture in a German city anyway.

2. The Method of Study:

The survey method applied in this study consisted of structured and unstructured interviews with German and Turkish librarians, Turkish users, Turkish publishers and Turkish authorities, and a questionnaire for Turkish users to be applied in German public libraries and a close observation . The survey was conducted between July 1983 - March 1984. The questionnaire was applied on Turkish users between Nov.1st,1983 - March 31st,1984 in 10 libraries, regardless of age , sex,educational level and profession.

3. A User - Oriented Survey::

Out of 14 libraries with Turkish holdings only 10 libraries agreed to apply the questionnaire on Turkish users with the help of the Office for Foreign Relations of the German Library Institute. About 1000 questionnaires were randomly distributed all over FRG in 10 libraries and 674 were returned.

The libraries which took part are:

1. Amerika Gedenk Bibliothek,Berlin	% 10 of all respondents,
2. Kreuzberg City Library, Berlin	% 13 " " "
3. Namik Kemal Library, Berlin	% 15 " " "
4. City Library Munich	% 7 " " "
5. City Library Duisburg	% 22 " " "
6. City Library Stuttgart	% 1 " " "
7. City Library Frankfurt/Main	% 17 " " "
8. City Library Hanover	% 8 " " "
9. City Library Ludwigshafen	% 2 " " "
10. City Library Hamburg	% 5 " " "

The City Libraries of Mainz, Bremen, Kiel and Saarbrücken did not want to take part in this study on account of some reasons.

After the analysis of the data collected many interesting results are obtained, which could be helpful for librarians and users. As it is the first questionnaire applied to Turkish users all over the country, one can get quite a good impression of what the users think about the service:

3.1. Personal Data:

71% of the users are male, 45 % are born in Anatolian villages, 37 % in cities, 18 % in towns in Turkey.

47 % are 15 - 19 years old. 69 % have been in Germany for 1 - 9 year 92 % can speak German. A great number of the respondents are students : 69 %.Among them 36 % have a secondary school education.

20 % have finished the "Gymnasium" either in Turkey or in Germany. 18 % are workers, belonging to the 2nd generation. Some of these try to fulfill their self-education in public libraries. Only 3% are teachers.

3.2. Library Skills:

German libraries are not the first libraries they have ever seen in their lives, as 48 % of the respondents have already used a library in Turkey; 29 % have been public library users. Turks use the libraries quite frequently: 61 % visit the library once a week, 36% more than once a month.

Out of the 52 % of the respondents who have never been in Turkish libraries, 13 % came to Germany as small children. They come to the libraries to read Turkish books etc.; 93 %, for self-education: 34 %, for homework : 34 %, to use German media: % 31, they like to read books and have no opportunity for it at home: % 24.

3.3. Why are there Turkish Media in the Libraries?

To test the success of Integration Policy reflected in the public libraries respondents were asked about the reason of the provision of Turkish media in the libraries: 54 % of them answered that the reason was the maintenance of the cultural and lingual identity, 45 % thought by using the libraries, attracted by Turkish media, it was easier to be integrated in the German society, 36 % in order to appreciate Turkish culture.

The respondents of this questionnaire are relative young people but they are conscious of their situation in a foreign society.

3.4. Why do Turkish users read Turkish books?

They like to read Turkish books: 60 %. It is not due to the fact that they cannot read German books. 40 % read Turkish books, although they can read German books too. They want to have information on Turkey : 35 %. A striking fact is that 29 % of the respondents read Turkish in order not to forget Turkish. Actually it is to a great extent forced by the Turkish teachers in the schools in form of reading lists. Some of them (14 %) read Turkish books just because it is much easier to read , 6 % read them because they are fond of Turkish literature.

3.5. Are the Turkish Users content with the Offer?

It is such a pity that users find the collection unsatisfactory after all. It is said that the Turkish users are real book worms. What happens when the collection is not renewed and still has the old familiar books for years? Those books were interesting in the beginning, but what about their quality? After a close observation it is obvious, that they were not selected by specialists in most cases.

The aim of Integration Policy was to improve the educational and cultural level of the foreigners so that they can be adjusted to the highly cultivated German society. How is this possible with a collection of cheap love stories, photoromances, adventure storie etc., trivial literature? Why only novels are selected ?

6 out of 10 librarians I have interviewed told me that they were the opinion that Turks would be quite content to read fiction of a certain quality only.

The results gained by the questionnaire proved otherwise:

40 % of the respondents are dissatisfied with the collections as they have a very low level. They would prefer non-fiction books with higher quality, their choice is as follows:

30 % history, 29 % religion, 28 % sports, 27 % politics, 24% Techn 22% Course books for foreign languages (German, English, French), 18 % sexual psychology, 16 % hobby books, 15 % German culture, 15 % scientific books, 14 % psychology, 13 % medicine for daily use, 10 % biographies, 9 % fashion, 10 % law (practical tips), 9 % cooking, 9 % child care, 11 % philosophy , 11% music, 11 % humorous books, caricature albums, etc.

A big group of these discontented users have a secondary school diploma and they make up % 36 of all respondents.

Another reason for this discontent is that the libraries don't practise weeding regularly and they are almost always the same books. I met a 18 years old young Turkish girl in a branch librar who was interested only in German books. She told me that she was tired of the old collection of Turkish books which she started to read with 10 years and which are still the same books. % 24 have already read the books and think they are out-of-date.

Another group of Turkish users, who never cared for Turkish books and as a result did not care to fill out the questionnaire, could be an object of new research. They were no more able to read Turkish or they have never learned Turkish really. We had to discuss our problems in German. The aim of Integration Policy, that the immigrants should be bilingual, was thus destined to be unsuccessful. It is quite obvious that the other group of Turkish people will no more read Turkish books if the collections preserve their present condition. What will happen when they return to Turkey? Turks who neither can read nor write Turkish in Turkey are not likely to have a happy life.

Maybe there is no need for pessimism as they don't have the least intention to go back as they feel themselves "German" already. However it was not the intention of planners of Integration Policy.

3.6. Why do the Turkish users read German books?

When we examine the number of circulation issues of the Turkish material we may think that users never borrow German books. This isn't the fact. They read a lot of German books because 55 % of them prefer German books to Turkish books. Main reason for this choice is that they can improve their German by reading German books and they need them for their homework and 18 % can understand better German than Turkish.

3.7. How is the relationship between German librarian and the Turkish user?

96 % of the respondents are on friendly terms with the librarians which means that there exists a very positive relation between user and librarian. Still, 23 % would prefer a selection of Turkish materials by a Turkish librarian, who is much more informed in this area than his German colleague. 49 % of the respondents ask for a Turkish user-oriented service with better and up-to-date media.

4. The Integration and the Reintegration Policy:

Much has been said about these policies. One can see that they are not very successful, although German librarians did their best on their part. What will happen when Turkish immigrants come back i great numbers? What does "Integration" mean at all? Many models are designed for it and people are still looking for more suitable mode Government policies sound well on paper but their application is nearly impossible in the way they are expressed.

Can one believe that, just by settling underestimated collections in "guest workers' languages" in host countries' libraries, everything will have a happy end, like in a fairy tale? Don't they have right to have these collections anyway as taxpayers?

As long as the government policies do not support human rights in a real sense, we, as librarians, can do very little to correct the wrong done to politically, socially and economically disadvantaged people of different nationalities.

5. Present situation in Turkey and problems of Reintegration polic

In Turkey there are 751 public and children's libraries with 29 bookmobiles. According to the official statistics, the number of users is 16.000.000, the number of books is 6.000.000. They are heavily used by children and young people, mainly students. Adults are not frequent users of the public libraries even if they are well educated. The public libraries are under the direction of General Directorate of Libraries and Publications of the Ministry of Culture and Tourism. When Turkish workers come back to Turkey they will be able to find a public library. The young people could in the beginning use the well equipped libraries of German Culture Institutes if they cannot read Turkish books. The Turkish public libraries have currently the mission of reintegrati Turks in the Turkish society.

6. Suggestions for solutions:

In countries with National Library Centers which provide foreigners with media in their native language, there are still problems concerning selection, acquisition, cataloguing etc. In all these centers there should be at least one library specialist, who is a native of these countries. These specialists should be made responsible for selection, acquisition and library services for immigrants. They should maintain cooperation and coordination between other National Centers in other countries and the libraries in each country. This would be a more economic solution than the present one.
In the case of Turkish library specialists in various National Centers in Europe, one must insist on their close relationship wit each other and with their Turkish colleagues, General Directorate of Public Libraries, Turkish Library Schools, publishers in Turkey as well as their counterparts in Europe.

The cooperation of librarians on an international level will help to solve the problems of many foreigners in many countries and will strengthen the human relations.

REFERENCES:

1. *Ausländer in Öffentlichen Bibliotheken,Arbeitshilfen, Adressen,Informationen.* Deutsches Bibliotheksinstitut. Berlin 1984.(dbi -materialien: 34) pp. 53-54.
2. "Kulturelle Angebote für Ausländer".*Mitteilungsblatt*.Verband der Bibliotheken des Landes NRW.NF.25 (1975)2,p.168.
3. H.G.Schulte-Albert:"Public Library Services to ethno-cultural minorities"*Canadian Library Journal*,41(1984),3,p.118. A.Stadle "Children of guest workers in Europe.Social and cultural needs in relation to library service", *Library Trends* 29(1980-81) Fall pp. 331.
4. H.J.Vogt:"Ethnic minorities in Germany" *Library Trends* 29(1980-81) Fall pp. 294-295.
5. Anna Lisa Wargren"Some problems connected with the acquisition of foreign books in Sweden",*Library Trends* 29(1980-81) Fall, pp.215-218.
6. *ibid*.220-221.
7. Miklos Gulyas:"Swedish Public Library Services for immigrants and linguistic minorities",*Scandinavian Public Library Quarterl* 14(1981),3,p.70.
8. Jes Petersen:"Bibliotheksdienste für Gastarbeiter und ihre Familien in Danemark", *Bücher für Ausländische Kinder*,Schriftemreihe des Börsenvereins de Deutschen Buchhandels. Band 13. p. 162, Aase Bredsdorff:"Library Service for immigrant childre in Denmark"*Scandinavian Public Library Quarterly* 14(1981)3. p.71.
9. Stadler, *op.cit*.p.333, *Community Librarian* Official Journal of the Community Services Group of the Library Association. 2(1984) August,nr.1,p.5.
10. *Bücher für Ausländische Kinder* Hrsg.v. Abt. Presse und In - formation. Frankfurt/Main 1979.
11. Stadler,*loc.cit*.
12. *Auslander in Öffentlichen Bibliotheken* *op.cit*.p.1.

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

Section:

51-GENPV-1-E

CARING FOR ALL : REPORT ON THE WORK OF THE ROUND TABLE ON LIBRARY SERVICE TO ETHNIC & LINGUISTIC MINORITIES 1983 - 1985

by

MICHAEL FOSTER
LIBRARIAN, COMMONWEALTH INSTITUTE
LONDON, U K

KEYWORD(S):
MINORITIES
LANGUAGES
MULTICULTURAL
ETHNIC MINORITIES

For internal use only:

To be brought to meeting no: 70

Remarks:

to be presented orally ☑

for distribution only ☐

SUMMARY

Since the Nairobi meeting, two issues of the **Newsletter** have been issued. In agreement with the Division and with the Professional Board, a modest subscription has now been established, and active selling of advertising space, both with the purpose of supporting publication of the **Newsletter.** Editorial work on the **Publications Checklist** has been undertaken by Neville Price and it will be produced in future in co-operation with LISA (Library and Information Science Abstracts).

Work is continuing on **Guidelines** on service to ethnic and linguistic minorities, taking note of written commentaries and discussion of the draft in Nairobi. Work has started on the preparation of an advisory pamphlet on how to start up library services to ethnic and linguistic minorities, by Marie Zielinska and Genia Lorentowicz. Another short publication on selection and purchase of minority materials is being prepared by Anne Holmes and Derek Whitehead, who also drafted the **Guidelines.**

A pre-conference seminar in Tokyo in 1985 is being prepared in co-operation with the Section on Information Technology, under the leadership of Marie Zielinska on the topic **Automated systems for libraries with multilingual and multiscript collections.**

For the Chicago Conference, seven papers are being presented by the Round Table. For its own two meetings, Patrick Valentine will speak on **Foreign language selection and acquisition in an American public library** and a paper will be read for Tülin Sağlamtunç on **Library services to Turkish minorities in Europe.** Pat Riley will read a paper compiled by herself with Judith Bowen and Ed Walley on **Working in a multicultural society: education and training for librarians and information scientists** and Sabina Robertson will give a paper entitled **Library and information needs of Vietnamese students at an Australian College of Technical and Further Education.** In a meeting jointly organised with the Section of Libraries for the Blind, Sylva Manoogian will read a paper **On serving the older polyglot: the rôle of public libraries in the US** and in a further joint meeting with ROTNAC, Jes Petersen will speak on **Nordic co-operation on selecting books and other media for immigrants** and Genia Lorentowicz will talk on **Co-operative networking in Metropolitan Toronto Public Libraries.**

In addition, the Chairman of the Round Table, Michael Foster, will speak at more length on the progress of the Round Table and on what is meant by multicultural librarianship in the Divisional Meeting (meeting no 70) and will give a keynote speech at a pre-conference seminar in Chicago on **Information services to ethnocultural groups.**

The so-called Executive Committee of the Round Table has been re-organised and expanded into an Advisory Board, with four new members invited to take part, Dr E J Josey, Dr Patrick Valentine, Mr Neville Price and Mrs Engelsina Pereslegina. A Hungarian member, Mr Gyula Kertesz has resigned and his place taken by Mr Endre Bilkei-Pap.

Possible steps to proceed to Section status will be discussed in Chicago, in view of calls for elections in Nairobi, which are not possible constitutionally as a Round Table.

The rest of the paper discusses what is meant by multicultural library services, stressing the need for re-education of all staff, recruitment of minorities, the initial need for information services and the need for re-organisation of the library based on community needs rather than the provision of add-on services.

Caring for all: report on the work of the Round Table on Library Service to Ethnic and Linguistic Minorities 1983-1985

Introduction

Two years ago, I spoke at the IFLA Conference in Münich, summing up then the achievements of a Working Group set up in 1980 under the Chairmanship of Marie Zielinska within the Division of Libraries Serving the General Public, on Library Service to Ethnic and Linguistic Minorities.[1] Earlier in 1983, the Professional Board had agreed that the work identified as needing to be done by the Working Group should be achieved by the setting up of a Round Table, of which I was to be Chairman. Benedikte Kragh-Schwarz continued as Secretary.

Project work

Of the six main projects defined by the Round Table as needing immediate attention, it is possible to report some progress. It was not considered feasible initially to set up a clearing-house for publication, though this was considered ultimately desirable. Instead, as an interim measure, it was decided to publish periodical bibliographies of articles and books from as many countries of the world as possible. The first listing appeared as a supplement to the Working Group's **Newsletter** Number 1 (February 1983) containing 32 items, and the second appeared as a separate **Publications Checklis** sent out with the Round Table's **Newsletter** New Series No 1 in May 1984, listing 37 items. Both issues were compiled in an **ad hoc** manner from information supplied from correspondents on forms specially designed and distributed for the purpose, though there was a preponderance of material supplied from English-speaking countries. It was recognised that a better organisational framework was needed for this project. The establishment of a regular network of correspondents willing to gather information about publications from their countries and transmit details in publishable form to an editor was thought desirable, together with the need to extract information from existing bibliographical data bases. Neville Price[2] has now undertaken this work and has established a co-operative link with LISA (Library and Information Science Abstracts). He intends to publish a further issue of the **Publications Checklist** in mid 1985.

Another of the projects on which satisfactory progress can be reported is the publication of a **Newsletter**, for communication with corresponding members of the Round Table (now numbering over 170) and for use in public relations to the library profession at large. Two issues were published in A4 format by the former Working Group in February and August 1983, and a New Series from the round Table was published in A5 format in May 1984, May 1985 and July 1985. The **Newsletter** covers not only news of activities and personalities working in the field, but also reprints papers from conferences and other relevant articles, as well as information and reviews of publications. Because of the cost of production (500 copies with an average of 60 pages) and more particularly because of the cost of postage, more frequent publication has not been possible and it has recently been necessary, with approval of the Professional Board and the Division, to start charging a small annual subscription. It is hoped that three issues a year can be published in March, June and November. Further support is being sought through advertising from appropriate suppliers and publishers.

The third project on which significant progress has been made is that of providing **Guidelines** to library service to ethnic and linguistic minorities. Anne Holmes and Derek Whitehead, co-authors of **Buying books in other languages: a handbook for Australian school and public libraries,**[3] and members of the Standards Subcommittee of the Working Group on Multicultural Library Services of Victoria, Australia, which published **Standards for multicultural public library service**[4] in 1982, were asked by the Round Table to prepare draft **Standards** or **Guidelines.** These were circulated at the Round Table's meetings at the Nairobi Conference, where there was some amount of constructive criticism voiced. The draft was also circulated to certain corresponding members who provided written assessments and suggested amendments. One difficulty in producing such **Guidelines** is the differing concepts of library service to minorities and the differing priorities placed upon certain aspects of it in various countries or even among librarians within a particular country. The critical assessments are now being studied and it is hoped that a second draft will be prepared within the next year.

Two other projects have had work begun on them. Marie Zielinska[5] and Genia Lorentowicz[6] have undertaken to prepare an advisory pamphlet on how to set up library services to cultural and linguistic minorities, and it is anticipated that after publication of this a more extensive manual of library practice might be compiled. Another short advisory publication on the selection and purchase of books and library materials for cultural and linguistic minorities has been undertaken by Anne Holmes and Derek Whitehead under the general guidance of Radha Rasmussen,[7] a member of the Round Table's Advisory Board.

The latest project on which work has started is the planning of a pre-conference seminar in Tokyo in 1986 on the topic of **Automated systems for libraries with multilingual and multiscript collections.** This was originally proposed by Marie Zielinska under the general title of **Automated systems for handling the cataloguing of non-Roman scripts in multilingual collections,** and she has kindly agreed to act as convenor of a sub-group to plan the seminar. A proposal went to the Division and to the Professional Board who suggested that, because of its area of concern, the seminar should be a joint undertaking of the Round Table with the Section on Information Technology. This has been agreed in principle with the Section and planning is proceeding.

Conferences

At the Conference in Nairobi, Kenya in 1984 the Round Table held two meetings, both of which were well attended. The first was an open business meeting at which an **Annual Report**[8] and a **Financial Report**[8] were presented, together with a draft **Medium Term Programme 1986-1991,**[9] for discussion. The draft **Guidelines** of library service, already mentioned, were critically discussed and as there was insufficient time for full discussion, members were asked to write in their comments, which one or two subsequently did. Ideas for the programme of the Round Table at this Conference in Chicago were then invited, and a number of useful suggestions were made.

At the second meeting held in Nairobi, the Round Table was honoured to have a paper presented by Dr E J Josey, President of the American Library Association on **Library and information services for cultural minorities: a commentary and analysis of a report**[10] **to the National**

Commission on Libraries and Information Science.[11] Dr Josey had chaired the Task Force which had had 8 of its 42 recommendations publicly rejected by the NCLIS without consultation for the first time in the Commission's history.

The second paper was given by Deveni Temu, a young librarian from Papua New Guinea who described the provision of information services to two adjacent villages speaking different languages in a remote and underdeveloped part of his country,[12] (demonstrating incidentally that practically all kinds of countries have linguistic and cultural problems needing to be faced by library and information services). His paper raised a lot of interest at the meeting.

For this conference in Chicago, we have arranged for the presentation of seven papers in all. At our first meeting (No 88, 9.30 a.m., Tuesday, 20 August), Patrick Valentine will speak on **Foreign language selection and acquisition in an American public library,** based on his experience as Director of the North Carolina Foreign Language Center and Tülin Sağlamtunç will have a paper read for her in her absence on **Library services to Turkish minorities in Europe,** based on her research carried out in recent years in European countries. Our second meeting is one being held jointly with the Section of Libraries for the Blind (No 142, 4.00 p.m., Tuesday, 20 August), at which Sylva Manoogian, Principal Librarian of the Foreign Languages Department of Los Angeles Public Library will speak **On serving the older polyglot: the rôle of public libraries in the US.**

Our third meeting (No 165, 9.30 a.m., Wednesday, 21 August) will include a paper contributed by three lecturers from the Leeds Polytechnic Library School in Britian, Judith Bowen, Ed Walley and Pat Hiley, entitled **Working in a multicultural society: education and training for librarians and information scientists** and presented by Pat Hiley. Another paper from the stable of the Monash University Graduate Library School, Sabina Robertson's **Library and information needs of Vietnamese students at an Australian College of Technical and Further Education,** will complete that session.

In a final meeting, held jointly with ROTNAC (Round Table of National Centres for Library Services) (No 187, 2.00 p.m., Wednesday, 21 August), Jes Petersen, a Library Inspector from Denmark, will speak on **Nordic co-operation on selecting books and other media for**

immigrants and Genia Lorentowicz will talk on **Co-operative networking in Metropolitan Toronto Public Libraries.**

In addition to these public meetings, to which I would warmly extend a welcome to you all, there will be at least two meetings of members of the Advisory Board and Officers of the Round Table and a joint meeting with the Standing Committee of the Section on Information Technology, to consolidate plans for the Tokyo pre-conference seminar.

Organisation

During the meetings of the Round Table in Nairobi, there were calls for the election of further members of the committee, particularly so that black people could be represented on it. I had already spoken to Margreet Wijnstroom, IFLA Secretary-General, in Nairobi and discussed with her the possibility of the Round Table's progressing to Section status. She had advised against it for the time being on the grounds that Round Tables were less bound by constitutional constraints and therefore had more freedom of action. The call for elections and the broadening of representation did, however, need some response. The original members of the Working Group had become what was loosely termed an "Executive Committee", of mixed ethnic origins although based largely in Europe, North American or Western countries. Under the constitution of IFLA, Round Tables have only two non-elected officers, a Chairman and Secretary, filled respectively by myself and Benedikte Kragh-Schwarz from Denmark. We had already stretched the constitution by appointing a Finance Officer, Miklos Gulyas from Sweden (though by origin Hungarian), and had a mailing list of would-be members of over 170, although the Statutes refer to Round Tables being "small groups of persons" and the Rules of Procedure refer to "a limited group of persons". It seems clear that our own Round Table has outgrown these definitions and both the size of the would-be membership and the quantity and extent of the work defined and being undertaken merits reconsideration of its status within the Division and within IFLA. As an interim measure the Executive Committee has been renamed the Advisory Board and four new members have been invited to participate. These are Dr E J Josey, black Immediate Past President of the ALA; Dr Patrick Valentine, Director of the North Carolina Foreign Language Center and also Chairperson of ALA's Ethnic Materials

Information Exchange Round Table (EMIE) and of ALA's Public Library Association Multilingual Library Service Committee; Neville Price, Community Outreach Librarian in London's Kensington and Chelsea, Jamaican by origin, and a founder member and Treasurer of the LA's Community Services Group; and Mrs Engelsina Pereslegina, Deputy Director of the All-Union State Library of Foreign Literature, Moscow. The first three have indicated their acceptance and a reply is awaited from Mrs Pereslegina. A Hungarian member of the Advisory Board, Gyula Kertesz, has resigned on taking up another library post and his place has been filled by Endre Bilkei-Pap, who is in charge of the German Nationality Libraries in the Gorky State Library in Budapest.

Multicultural Library Services

I mentioned earlier that in trying to draw up **Guidelines** for multicultural library services, one difficulty was the different concepts which people had of them, sometimes a difference of expectation, sometimes a limitation of imagination of what could be or ought to be achieved. To many librarians, and for quite understandable reasons, their main concern is with the provision of texts in the languages of their minority communities. But this is only one element in a complex design of services which ought to concern us. You may find it useful if I run through some of those elements to try to demonstrate that multicultural library services concern all librarians, not only those designated "ethnic" or "minority" or "multilanguage" librarians.

Because of the modern movement of populations through immigration, political repression or economic necessity, few countries in the world are today mono-ethnic, mono-lingual or mono-cultural. Whether librarians work in public libraries serving the whole community, or in university, college or school libraries, serving the academic and student section of the community, or in government, business or research libraries, serving specialists within the community, they are almost certain to be serving a multicultural client-group or community. Even if they are not, they will most likely be providing their services within a multicultural context which is certain to have a bearing on their work and on the people they are providing for. Librarians need to be aware of this and need to face the opportunities and problems which multiculturalism brings. They need to examine **themselves** for unconscious prejudice and racialism and their **services** for cultural bias and assumptions of superiority and singleness of interest. Being frail and human like the rest of the population, many librarians will need special training to enable them to recognise some of these things in themselves.

Given that most of us are working in multicultural societies, how do we ensure that the staffs of our libraries reflect those societies? That members of the minority communities are able torelate 1 the people working in libraries? Often there is a need for a conscious effort to recruit staff from the minority communities, to set aside inbuilt and often unknown or unacknowledged prejudices and to ensure that these members of staff, when recruited, do not stay only on the lower rungs of the promotion ladder. Neither should they be recruited only for specialist "ethnic" or "minority" posts or for posts needing linguistic skills - the entire staff of the library should, if possible, reflect the community as a whole.

Often it is difficult or impossible to recruit appropriately qualified staff from minority communities. In the short term, there may have to be compromises and a redesignation of jobs. In the longer term, it may be necessary to provide access courses and support for students through library schools and encourage entrance to the profession through recruitment drives and special publcity. In the really long term (though it needs doing now), there is a need to persuade library schools to broaden their recruitment for training to include students from minority cultures. Many libraries and library services have been built up on assumptions - assumptions of **what** interests people - assumptions of the **information** they need - assumptions of **when** it is convenient to use library services - assumptions of **where** the most convenient place is to go for these services. It is likely that most library services founded on assumptions give a service to only a small proportion of their communities. More libraries are now carrying out "community profile research" in an attempt to find out who are those people out there they are trying to give a service to. In multicultural communities, this is naturally an essential - I was going to say **prelude** but it needs to be more of a **leitmotiv** - to the provision of library services and information. There is a constant and recurring need to study the make up and needs of the community which of course change all the time. In the case of minorities it needs to go further than a count of heads speaking a particular language. Can they read it? Is there anything appropriate published in that language for their needs? Can they use other languages and if so how well? Have they the confidence to walk into a library and ask for what they want, or will library services and books have to be taken to them in a social meeting place? Many other questions of this kind need an answer if the library services are to meet the needs of everyone in the community.

Will it always be possible to find out exactly who people are or what exactly are their needs? Apart from a heavy expenditure of staff time required for this purpose, which librarians may think they cannot afford, there will also be difficulties of communication, the reluctance of members of the community to say what they want, an inability to formulate or express their needs or a low expectation of what a library service can provide. One way of making up for this is to monitor the service - to ask people what they think of it or why they do not make use of it. By this means, some requirement can be anticipated, even if attempts of this kind can occasionally go wrong and evoke the response "Oh, but this isn't what we want to read!" Even that can be a learning situation.

Many of the minorities we hope to serve will be immigrants, recent arrivals to our countries, and their most immediate requirements will probably not be leisure materials in their own languages so much as information about the social laws and regulations of their new country, about the help and support which may be available to them, and about groups of like origin already established in the new country. The priority then is information services. To a more settled minority community, the importance of cultural support from materials coming from their country of origin, or in their own language, is increasingly important, though there will also be a need of materials in their language giving social advice (such as how to bring up baby) or describing the laws and customs of their newly adopted country. At a later stage, many of the children of immigrants will speak and read the language of their host country better than that of their parents'. They will be capable of using the general stock of the library, but may also be the need for special provision of books in the host country's language on the history and culture of their parents' country of origin, on special cultural interests of the community, and may be language guides and dictionaries of their parents' languages. Very long established communities who have retained, however minimally, a cultural identity with their ancestors' countries, will often have a heightened interest in their culture, a rediscovery of their "roots" and a need to read about them, not in a forgotten language but in that of their land of birth. By this time, they will certainly not be looking in any section of a library marked "ethnic" or even consulting a librarian with special responsibility for minorities - they will quite rightly be looking on the general shelves of their libraries.

You may have gathered that I am on the whole not very much in favour of the appointment of librarians with special "ethnic" or "linguistic" responsibilities. One disadvantage of such appointments is that it gives all the rest of us an excuse for not bothering ourselves - we can refer everyone with a problem to the special librarian. Another disadvantage is that there are seldom single minorities with a community. If we appoint someone from a particular background with a particular language ability, will he or she necessarily be the best person to deal with all the other minorities in the community?

But there are parts of our work which need special knowledge and where someone from a minority community can achieve more than the rest of us. These are: finding out who the minorities are, where they meet, and making useful contact with them to discover their needs; and in selecting and providing library materials in minority languages. If people with the appropriate knowledge and skills are not employed by the library, it will be necessary to enlist the help of members of the community to assist library staff in these essential tasks. Another part of our work which excites and worries many of our colleagues is how to handle and present library materials in languages and scripts with which they are unfamiliar. In particular, the problems of cataloguing, of keeping bibliographical records, of shelf arrangement and classification, and whether or not to transliterate into Roman script, and if so which method to use, take up an awful amount of our time and energy which might be better used. None of these things need be a problem when starting a collection, and it consists of no more than a few hundred books.

The users will soon be able to survey what is available and find what they wish to read. Problems only start when larger collections are built up, not all of which can be displayed, or when stock is distributed among a number of service points and it is wished to make all of it available from each location. In some countries, cataloing has been approached on a co-operative basis, with a number of libraries contributing expertise and issuing centrally produced catalogue records. In others, where library administration allows it, this is done on a state, province or county level, sometimes even on a national level, in order to ensure the most economic use of specially knowledgeable staff. However it is done, it is essential that it remains simple for users to find what they want and for all the staff of the library at least to be able to shelve and locate books and materials.

In providing multicultural materials, it will be necessary to look at a wider range of formats than may be traditional for the library. Many potential users may be only partially literate, either in their own languages or in that of the host community; because of that, recorded sound and visual materials may be of more importance than printed ones. Newspapers and magazines may be more familiar and accessible than books, and video the most acceptable and usual medium of obtaining information. In many cases, there will be difficulties in obtaining appropriate materials or even finding out what is available, but several good manuals have been published on this aspect and I will not pursue it here.

I should like to end by reiterating what I mentioned earlier - the need to make the whole of the library service responsive to all elements within the community, including the ethnic, cultural and linguistic minorities. To do this, it may be necessary to look realistically at the entire library management structure, the way in which resources are allocated, the way staff are chosen and trained and at the kind of services and materials being offered. Some hard decisions may have to be taken, over cutting down on traditional areas of service in order to enhance others. There will be a consequent need to explain through public relations channels what is being done and to put across the case that the library is attempting to serve the entire community, as it should do from public funds. I know that this will pose many problems and that I speak with a certain amount of idealism, but I think that this should be our aim.

References

1 **Newsletter.** Round Table on Library Service to Ethnic and Linguistic Minorities (IFLA). New Series No 1, May 1984, pp 46-61.

2 **Neville Price,** Community Outreach Librarian, Royal Borough of Kensington and Chelsea Library Services, 108 Ladbroke Grove, London W11 1PZ, UK

3 Holmes, Anne and Whitehead, Derek. **Buying books in other languages: a handbook for Australian school and public libraries.** Canberra, National Library of Australia, 1983.

4 Working Group on Multicultural Library Services (Victoria). **Standards for multicultural public library service.** Australia, Melbourne. WGMLS and the Library Council of Victoria, 1982.

5 **Marie Zielinska,** Chief, Multilingual Biblioservice, National Library of Canada, 295 Wellington Street, Ottawa K1A 0N4, Canada.

6 **Genia Lorentowicz,** Manager, Regional Multilanguage Department, Metropolitan Toronto Library, 789 Yonge Street, Toronto, Ontario M4W 2G8, Canada.

7 **Radha Rasmussen,** Senior Lecturer, Graduate School of Librarianship, Monash University, Clayton, Victoria 3168, Australia.

8 **Newsletter.** Round Table on Library Service to Ethnic and Linguistic Minorities (IFLA). New Series No 2, May 1985, pp 10-13.

9 Idem, pp 21-22.

10 United States. National Commission on Libraries and Information Science. **Report of the Task Force on Library and Information Services to Cultural Minorities.** U , Washington, DC, NCLIS, 1983.

11 **Newsletter.** Round Table on Library Service to Ethnic and Linguistic Minorities (IFLA). New Series No 2, May 1985, pp 25-42.

12 Deveni Temu. **Information needs of two Papuan village communities (Kapari and Viriolo) and rural development: a study report** in **Newsletter.** Round Table on Library Service to Ethnic and Linguisti Minorities (IFLA). new Series No 3, July 1985

IFLA GENERAL CONFERENCE CHICAGO 1985

Division : Libraries Serving the General Public

Section : Round Table on Library Service to Ethnic and Linguistic Minorities

94-ETHN-8-E

WORKING IN A MULTI-CULTURAL SOCIETY : EDUCATION AND TRAINING FOR LIBRARIANS AND INFORMATION SCIENTISTS

BY

JUDITH BOWEN, SENIOR LECTURER, SCHOOL OF LIBRARIANSHIP, LEEDS POLYTECHNIC
PAT HILEY, LECTURER, SCHOOL OF LIBRARIANSHIP, LEEDS POLYTECHNIC
ED WALLEY, LECTURER, SCHOOL OF LIBRARIANSHIP, LEEDS POLYTECHNIC

Keywords : MULTI-CULTURAL
EDUCATION
TRAINING
LIBRARIANS
INFORMATION SCIENTISTS

or internal use only :

o be brought to meeting no

...............165..........

emarks

o be presented orally ☒

or distribution only ☐

BEST COPY AVAILABLE

ABSTRACT

J. Bowen, P. Hiley, E. Walley (U.K.) Working in a multi-cultural society: education and training for librarians.

The paper describes recent developments in library policies in the U.K. which have led to the provision of multi-cultural stock in areas where there are minority group communities. In turn this has highlighted the need for both initial qualification and post-experience training of professional and support staff. Library educators, it is argued, have a responsibility to evaluate courses to see to what extent current educational practice equips students to work in a multi-cultural society and to identify ways in which recruitment to courses could respond to the needs of minority group applicants. The policy of the Library Association and of the Council for National Academic Awards is noted and objectives for future course development are suggested which should involve all students of librarianship and information science and permeate all aspects of the curriculum.

The authors are lecturers in the School of Librarianship, Leeds Polytechnic and have taught on undergraduate and post-experience courses in librarianship for a number of years. They have developed community studies and management modules focussing on the issue of designing and implementing outreach services and the skills and knowledge which professionals and support staff will require if services are to be effective.

THE CONTEXT AND THE ISSUES

Recent studies continue to show that racial and ethnic groups in Britain experience social and educational disadvantage in spite of the principle of non-discrimination which is embodied in the 1976 Race Relations Act.

The publication in Spring 1985 of the final version of the Swann report (1) is likely to reopen the debate in education and beyond and many of the findings have particular relevance for the education and training of professional librarians and information scientists. Although the major focus of the report is to query how the educational system should respond to ethnic diversity, library educators and trainers as well as professional librarians have a dual interest. Firstly, they are aware of the need to equip students on initial qualification and continuing courses with an understanding of the issues and the skills needed to provide services for a multi-cultural society. Secondly, however, they have an obligation to ensure that more students from ethnic minority backgrounds enter higher education and have the same opportunity as other students to obtain professional qualifications.

Public libraries have for several years recognized their obligations to provide stock and services for minority groups and some of the initiatives are described below. Whilst funding has been largely through special grants and has therefore been available only to the qualifying authorities, the impact on the profession has been out of proportion to the numbers of systems concerned. Progress in other sectors, notably in higher and further education has been slower, in the latter case because of poor funding generally for college libraries. School librarians in some areas have been influential in adopting multi-racial policies but once again the very uneven spread of resources in different areas of the country for School libraries has meant that some have hardly begun to tackle the problem. One of Swann's introductory remarks in the summarized version (2) is pertinent.

> "Any newcomer to this field cannot fail to be struck, as I was,
> by the enormous frustration and disenchantment with British

> society amongst so many in the minority groups. It is, I suppose, an indictment of the white majority that they should be so largely unaware of the fact."

It is our contention that in spite of notable progress in some areas of the country, a large proportion of librarians and information scientists still remain unaware of the situation described by Swann. An article published in the Assistant Librarian in October 1984 (3) underlines this and suggests that the problem is rooted more in attitudes and awareness than in inadequate resources or inappropriate techniques.

To say that the problem is one of teaching about racism or heightening awareness is not to deny the need for skills traditional to librarianship which will have to be reviewed in the light of acquiring, processing and promoting materials in minority languages. One of the more controversial recommendations of the Swann report is likely to have far-reaching consequences for libraries. The Committee did not support the arguments put forward for teaching school subjects using mother tongue languages as a medium of instruction. As a consequence, though,:-

> "It does recommend, however, that LEAs and Schools should offer help and advice for community based provision. Ethnic minority community languages should, however, be included as part of the modern languages programme in secondary schools where there is sufficient demand."

Both these recommendations have resource and skills implications for libraries, the former offering a potential key role for public libraries in supporting local initiatives to maintain minority languages.

As educationists, though, we are particularly interested in what the report has to say about students in higher education. This forms a very small part of the study but in a paper specially prepared as an annexe to Chapter 3 of the main report, the committee identify key areas which it will be important to monitor including:

> "the number and progress of minority students in higher education. This is a matter of critical importance,

> particularly for the future recruitment of teachers and there is precious little information about it. There has been some monitoring of the initial stages of access courses, but we understand that the DES does not itself propose to follow this through to ascertain whether or not the policy is working. As these courses have been widely adopted, this seems to us a mistake, which should not need to be made good by others." (Chapter 3, Annexe G, p.181).

Access courses, we would argue, are important for improving opportunities for members of ethnic minority groups to enter all professions, including librarianship and information science. It could be argued that, as Swann suggests, far too much onus is put on teachers at the primary and secondary schools to change "under achievement". Professional attitudes and practices will need to change throughout our institutions and the professions themselves will have to be genuinely opened up. As the summarized version says:-

> "Their (the ethnic minority groups') difficulties are intensified by the sense they have of a concealed discrimination against them, particularly in relation to job opportunities and housing." (p.2).

It is important, we feel, to set these comments against those contained in another body which has recently reported, The Committee of Enquiry into Public Sector Higher Education which published its findings on 24 April 1985 (The Lindop Committee). Set up to identify and examine "key issues for the effective and efficient maintenance and improvement of academic standards" it has been studying methods of validation. Two recent articles (4) (5) are critical of the "traditionalist" approach of the Committee which the authors feel is likely to penalize institutions with a variety of modes of provision and whose courses have a significant proportion of students entering without formal matriculation requirements. Although this has not been the main discussion on the Committee's findings, which are largely to do with encouraging self-validation, the section on access courses contains many negative statements about these and treats them generally as not the norm.

To summarize then, we consider that whilst progress has been made in many parts of the country in the provision of library services to ethnic minorities, it has been greatest in the public library sector. We feel that, on the contrary, the response in public sector higher education has been slower and that this relates to a variety of factors which are described below.

Library educators face three tasks. One is to ensure that professionals can process and promote materials in ethnic minority languages; a second is to ensure that all students understand the issues concerning multi-culturalism and racism; a third is to support policies which allow institutions to remain flexible in their entry requirements and increase opportunities for students to join courses at different stages.

PROGRESS TO DATE

A report prepared for the Department of Education and Science in 1978 (6) "The Libraries' Choice" was critical of the rate of progress in public libraries since 1976. The authors pointed to imaginative policies in some areas and to the fact that once relevant material was provided it was often heavily used, even though there was not always evidence of spontaneous demand. More recently in 1984 Glasgow District Libraries reported (7) that in the three years since they had increased spending on library service for ethnic minorities, 7570 new Asian readers had registered and the total number of books issued annually from the stock went up by 13000 to 28000. The authors of The Libraries' Choice, whilst concentrating mainly on the materials aspects of provision and on the need to find accommodation for publicity and promotion, mentioned briefly the implications for training.

> "The aim should be for all library staff to have some training--- and for this to be supplemented by in-service training. We hope

> that library schools will remedy the present lack of training facilities for librarians wishing to specialise in library work with ethnic minorities.

Since that time there have been a number of positive developments in the profession. The Local Authorities (Metropolitan Districts and Counties) who are the bodies in the United Kingdom responsible for public library provision have taken advantage of the 1966 Local Government Act (Section 11) which allows them to part-fund services in areas where the concentration of immigrants reaches a certain proportion. One outcome of this has been the growth of some specialist posts with responsibility for services to different groups and the recruitment of a small but growing number of librarians from the Asian and Afro-Caribbean communities. On the stock side efforts have been made to establish a regional cooperative scheme which provides advice on the selection, acquisition and bibliographic control of materials in Indic languages (Cooperative of Indic Language Laser Libraries). In 1977 the Library Association directed a policy statement to all Librarians, emphasizing the part all members had to play in the provision of services for a multi-cultural Britain (8). This has recently been re-drafted and, it reinforces and expands many of the points made in the earlier document, extending the policy to Library and Information services, in line with other policy statements (9). The role of the library as an employing institution is stressed along with its training obligations and provides guidelines for action which cover statutory duties, the need for demographic information, staffing and professional education and refers to a recommendation of a study undertaken in 1978 by Clough and Quarmby

> "The need is not just for special options for students who are interested but rather the integration of this subject into all appropriate areas of the course and the devotion of some time to teaching the background of the multi-racial society in which all students will be required to practice". (CLOUGH, E.A. and QUARMBY JACQUELINE. A public library service for ethnic minorities in Great Britain. Library Association, 1978).

The document builds on the earlier policy statement and on the sections of the code of professional ethics where the issue of racism was specifically addressed.

Added impetus has also been given to the increased awareness of ethnic minority groups and issues of multi-culturalism and racism since the setting up in 1982 of the Community Services Group. This has promoted the concept of community librarianship and, through the Working Group on Ethnic and Cultural Minorities, it highlights needs for research and provides training and support to librarians in the area.

EDUCATION AND TRAINING

In view of this increased concern amongst public libraries to implement the 1964 Public Libraries Act in a way that recognised the changing nature of Britain today, it is disturbing to note little attention that has been given to the issue of educating new professionals and providing post-experience training for librarians wanting to acquire new skills and knowledge. In addition, progress in recruiting Asian and Afro-Caribbean staff has been relatively slow, with one or two authorities being the exception. Schools of Librarianship have been successful in recruiting overseas students from Asia, Africa and the Arab countries, to their courses but they have found it harder to attract second generation Asian and Afro-Caribbean students. There has been a long tradition in universities for students from overseas to gain qualifications in this country and this has been carried on by the Polytechnics. Librarianship, in particular, has drawn on links with new Commonwealth countries where the problems of setting up library systems and educating professional staff have secured funds to support students. It could be argued that this has diverted attention and resources from other claims. It has perhaps been easier to adapt existing courses to the needs of overseas students than to examine radically recruitment patterns of British students.

A project currently under discussion in the Community Services Group (10) seeks to ascertain patterns of recruitment into library schools of staff and students, the content of courses, the experience of staff travelling abroad and its impact on the curriculum and the steps taken by Schools to ensure access on to courses leading to initial qualifications.

Recruitment and selection of students

It is only possible to summarize briefly the main factors which account for the disproportionately low number of students from ethnic minority groups on undergraduate courses. Many of these factors are in no way exclusive to librarianship but we would argue that there are special problems which relate to the stage which professional education has reached. Although there are differences within groups, a recent Home Office research study (11) concludes that men from ethnic minority groups earn substantially less than others in the professional and managerial categories whereas in the lower income groups earnings for both men and women are higher overall. These facts are accounted for by the young age structure of men from ethnic minority groups and the high proportion of women who work full time. The figures go some way to offering an explanation of the under-representation of minority groups on courses in higher education, where they will generally have less likelihood of satisfying entry requirements at 18. For women, their higher participation in the full time work force indicates a greater need to contribute to the family income - another factor which will militate against formal education after 16. Expectations about appropriate employment also undoubtedly play an important part in choice of job or career. The repeated evidence (12) that minority groups are often unaware of the existence of the public library will deter young people from considering this and the cultural role of the library as the promoter of English language and its values, as well as its close links with education, may also deter potential recruits. Another factor may be the low status of librarianship as a profession, in comparison with pharmacy or medicine, for example.

Post-experience qualifications in librarianship and continuing education opportunities are problematic for all librarians. The lack of any adequate training until recently for young people entering as support staff at 16 means that few have considered librarianship as having a proper career structure and recent trends (13) which have increased the numbers of part-time support staff at the expense of both professional staff and full-time support staff have made this worse. In addition funds to support day-release training have been limited and employers reluctant to release staff to attend courses. The economic cut-backs of the last few years have also had an impact on training budgets in many authorities and numbers of students attending part-time courses has remained constant rather than growing. Training officers have concentrated resources on in-house schemes and induction training and, with notable exceptions, there have been only limited initiatives from the employer's side. It is hard to avoid the conclusion that the absence of a national policy for continuing education has penalised all workers leaving school before they are 18. Recent initiatives arising from concerns about unemployed adults have drawn attention to the problem (14). A recent report carried out for the Department of Education and Science concludes:-

> "-- The attempt to accommodate mature unemployed people within the existing frame work has served to draw attention to its inadequacies and to the irrelevance of many of the basic assumptions on which it rests --- It is necessary to develop educational strategies by which learning is more closely related to adult experience and the concept of continuing education given greater reality in practice."

We introduce these points because we think it is important to consider the general barriers to opening up educational opportunities within the public sector which often operate against the policies of professional groups with a commitment to open access (15).

Increasing student awareness of Britain as a multi-cultural society

The revised edition of a report produced jointly by the Library Advisory Council and the Community Relations Commission (16) identifies two broad types of response from librarians to the existence of a multi-cultural society. The first is a recognition of the implications of the changed nature of our society as a multi-cultural society and the second is the need to identify and meet altering needs in multi-racial areas. It is an argument of this paper that, although services in the public library may fall short of what is desirable, there have been genuine and effective attempts by the profession, using funds made available by central government, to improve stock in non-English languages. This approach has inevitably led to great variations between local authorities and, we argue, to very little attention in other kinds of libraries, notably academic and special, to the issue. Even in public libraries with a long-standing policy on stock provision, the issue of racism is unresolved. A recent article by an ethnic minorities librarian (3) identified it as a problem at all levels - from senior managers, colleagues, manual staff and from the public and she argued that this takes place because of a combination of factors. These include a lack of understanding, ignorance about each other, fear of competition and language and cultural barriers.

This article should cause particular concern to educators who define their role as one of developing professional attitudes as well as professional skills. The reason for the neglect of teaching about multi-culturalism and racism in Schools of Librarianship relates partly to the structure of our institutions where the responsibility for curriculum is left very much in the hands of individual lecturers. Schools are either part of a University or a Polytechnic. In the former, monitoring of course content is internal. In Polytechnics a complex system of review and validation is overseen by the Council for National Academic Awards which sets general standards and to which the professional associations have access via committees and examining boards.

It is interesting that the CNAA does, in fact, have broad guidelines which are not obligatory but which it has specifically brought to the attention of teacher training institutions. The working group which produced a paper on the subject in 1983 states:

> "It is based on our view that all education should be multi-cultural and that the necessary moves must be made towards the achievement of this objective." (17)

The paper goes on to provide a checklist or agenda for curriculum development and stresses the need for all elements of a course to be concerned with multi-cultural considerations, the need to encourage a critical approach to cultural bias and stereotyping and the need to develop in students attitudes which avoid an ethnocentric view of the world. Specifically it proposes topics such as inter-cultural relations, historical analysis, comparative perspectives and the sociology of urban development. It also emphasizes the need for staff development within the institution and the designation of an individual with responsibility for initiating change.

Whilst teacher training courses are beginning to consider the implications of this document, with very rare exceptions, it seems that Schools of Librarianship have been slow to take up the challenge and have certainly lagged behind their professional colleagues in public libraries. The Library Association and the Community Services Group have both recently introduced short courses on Race Awareness and Serving Linguistic and Racial Groups. Individual Public Library Authorities have in recent years developed their own in-house training courses. Some of the most interesting are described in a publication by the Association of Assistant Librarians (18) but largely because in-house training programmes are very specific to individual authorities their knowledge and skills often don't spread beyond individual libraries. In addition as has been noted funding for in-service training is very scarce in Britain. This means that a public library will tend to spend training funds on immediate priorities so that an area where there is a small minority community will be unlikely to run courses on race awareness and related issues.

Schools libraries, too, will find it difficult to train staff unless they are fortunate enough to take part in a school or local authority initiative. An interesting example of this appears in a discussion paper for librarians in schools and colleges compiled by the Inner London Education Authority Librarians' Multi-ethnic Initiatives Working Party (19). They have produced a useful checklist for schools and college libraries to use in compiling library policy. This is very wide and proposes that librarians evaluate critically not only their stock but also accommodation, involvement of staff in educational debate, the expectations of students, school staff and library staff and the way in which materials are used, once selected.

The problem remains, however, that this kind of training and these concerns are largely absent from initial and post-experience courses unless the particular interests of staff ensure that they figure in the curriculum. The way in which curricula have developed in Schools of Librarianship has also meant that issues like multi-culturalism have been treated as specialist options or covered in courses in comparative librarianship. In addition there has often been a reluctance to consider librarianship in the wider social and educational welfare context and to concentrate on the professional skills elements.

Changing the curriculum

There are two questions posed. One concerns the structure of courses in librarianship and the way they have developed over the years. The second concerns the pressure from other areas to include new knowledge and skills and the difficulties experienced by innovators anxious not to overload students. It is quite difficult to generalise about first qualifications in librarianship but the core subjects have remained information sources and information retrieval, library management and courses which locate the professional skills within the social context. These latter have a variety of names - library in society, community studies, communication or a basic introductory course in sociology. There have been developments in integrating subjects and in a thematic approach with documentation at the heart. Post-graduate courses have been, it is frequently said, much too short to cover the areas required and post-experience masters' courses have tended to move towards specialist options or are based on dissertations in which the student has a wide degree of choice. It is probably not unfair to say that courses are characterised by their diversity rather than their similarity although over the past five years there has been considerable energy expended in modifying the core professional courses to include skills in computerized information retrieval. Another trend is to recognize in all courses the need for more user-oriented services and the importance of interpersonal skills for personnel in information work generally. Another change has been the decrease in language options so that students now leave a course with little awareness of linguistic diversity. Without any very hard evidence to back up our statement we think that book selection is probably given a more minor role and that the trend towards information rather than libraries has had two effects. The first of these is to emphasize the utilitarian aspects of the service and the second is to play down the influence that libraries have in supporting culture. Both these trends, if continued, could mean that librarians become less sensitive to the role played by reading for pleasure, for example.

Recent work on language and ethnicity (20) suggests that bi-lingualism or multi-lingualism are common to most countries and that the issues are not about whether they impede the progress of child or adult in integrating in the dominant culture, in spite of the Swann recommendations. Rather a speaker with more than one language will use them for different purposes and the community and social networks play an important role in determining this. As the importance of language as a political instrument is increasingly recognised, language planning is becoming an issue for all countries as is the need to foster local, regional and even national languages as co-languages. This recognition of language acquisition will increase the significance of the library as a resource centre. Recent research in France (21) shows language learning using audio-cassettes is a key factor in increased use of the library.

OUTCOMES FOR CURRICULUM IN LIBRARIANSHIP

There are two major tasks. The first is to increase the numbers of second generation minority group members on courses in the Schools. The best strategy here is by opening up courses to students with a variety of qualifications, some of which they have obtained as mature students on what are called access courses. Alternatives to this are the development of special courses jointly with regional libraries so that existing staff have the opportunity to become professionally qualified by part-time day release. Yet another strategy is for institutions to build links between further and higher education so that at 16 or 18, students can be offered courses which allow them to develop language skills - particularly South Asian languages - before moving on to professional courses. The Polytechnic Schools are likely to find this pattern of continuing education increasing for all their students - including minority groups - so that in the long term the problem may decrease. There have already been initiatives here. The Polytechnic of North London has developed a course jointly with representatives of libraries from the London Boroughs which will recognize non-standard entry qualifications and which involves library staff in course tutor roles. For several years Leeds Polytechnic School has run a part-time B.A. in Librarianship with a foundation course which gives the opportunity to staff with experience in libraries but non-standard qualifications the possibility of acquiring a degree. This pattern is now also available at Manchester Polytechnic School of Librarianship.

One of the underlying themes of this paper has been that education for a multicultural society is not just about improving opportunities for minority group students. Nor is it just about training students who will want to work in urban areas where there are large ethnic minority communities, even though this will be an important part (22). The problem of racism which the article cited above (3) identifies, implies changing deep-seated attitudes and providing a far less ethnocentric view of the cultural role of the library. It requires students to understand and appreciate the significance of language in building identity and the obligations of the professional to bring that to the notice of all library users, through choice of stock and of promotional activities. It has to be in all libraries and not just in public libraries. It is not possible or desirable here, to design a programme for curriculum development but it might be useful to develop an agenda for moving forward along the lines proposed by the CNAA working party for our colleagues in teacher education (17). Paraphrasing their proposals we think that in developing courses of librarianship at whatever level institutions should bear in mind the following. Librarians need:

1. To be equipped to serve clients who live, study and work in a multi-cultural society.
2. To be able to work in libraries where there is a multi-cultural community.
3. To have an awareness of inter-cultural relations.
4. To have an awareness of the nature of racism both historically and in contemporary society.

Broken down into the broad curriculum areas already suggested, courses would need to cover the following content and skills:

There is a growing awareness of the problems related to acquisition, cataloguing and transliteration of material in Indic languages and these should be developed by recruiting lecturers into the Schools able to contribute to teaching and develop research. The creation of data bases and on-line access to these also presents special difficulties. Students need to be more aware of sources of community information, of community publishing and the ethnic press and of the special literacy needs of minority groups and the availability of materials to support language maintenance. Children's and school librarians in particular, will in future have an important role in selecting material and should have practice in assessing materials for bias, racial prejudice and stereotyping so that they feel more confident in making decisions.

Future librarians will need to understand not only the relevant legislation but will require skills in budgeting and resource allocation so that they can identify sources of government and other funding and also ensure that stock reflects community demand - both manifest and latent. They will need to develop communication skills - some would say community development skills - that enable them to cooperate with other agencies and also to give advice to individuals or their representatives. They will have to publicize and promote libraries more effectively to minority groups as well as understand the issues around recruitment and selection of staff.

Thirdly, new entrants to the profession will need to understand the background to the variety of communities in Britain and to understand the history, culture and current social and economic trends relevant to these communities. They should be able to construct a community profile of their area and be able to handle all kinds of local information including both statistical data and local views and opinions.

Finally and perhaps most controversially, they will need a better understanding of the significance of bi-lingualism and the importance of mother-tongue or community language maintenance. Libraries are likely to play a key support role here - if staff are aware of the developments which are just beginning in this country (23). Whether it is possible to provide relevant material for mother-tongue teaching without some training in language acquisition seems doubtful. There would be arguments, we feel, for including languages amongst the courses offered in Schools.

We are concerned about how this programme could be carried out and we hope that this paper will provide the opportunity for other educators to add to our agenda. We recognize our own ethnocentric view in neglecting much valuable work in other countries and stress the urgency we feel in tackling the educational issues nationally here in Britain.

References

(1) GREAT BRITAIN, DEPARTMENT OF EDUCATION AND SCIENCE. Education for all. The report of the Committee of Inquiry. Cmnd 9453 H.M.S.O. March 1985.

(2) GREAT BRITAIN, DEPARTMENT OF EDUCATION AND SCIENCE. Education for all. A brief guide to the main issues of the report. Lord Swann, FRS, FRSE, Chairman of the Committee of Inquiry into the Education of Children from Ethnic minority groups. H.M.S.O.

(3) RAIT, S. K. Public libraries and racism. Assistant Librarian 77 (9) October 1984, 123.

(4) BOCOCK, JEAN. The Lindop report. A touch too much of Oxbridge, NATFHE Journal May/June 1985, 8.

(5) WOODROW, MAGGIE and JONES, LUCIA. A political sideswipe at access courses? NATFHE Journal May/June 1985, 9.

(6) GREAT BRITAIN, DEPARTMENT OF EDUCATION AND SCIENCE. Library Information Series No. 10. The libraries' choice. London H.M.S.O. 1978.

(7) AKHTAR, PARVEZ. Meeting ethnic minorities needs. Assistant Librarian 77 (9) October 1984. 121-122.

(8) THE LIBRARY ASSOCIATION. Multi-cultural Britain. This pressing need. Library Association Record 79 (1) January 1977. 47.

(9) LIBRARY ASSOCIATION. Library and information services in our multi-cultural society: a policy statement. June 1985.

(10) COMMUNITY SERVICES GROUP, LIBRARY ASSOCIATION. Unpublished paper, The professional education of librarians and the recruitment of staff to serve a multicultural society. 1984.

(11) GREAT BRITAIN, HOME OFFICE RESEARCH UNIT REPORT No. 68. Ethnic minorities in Britain: a study of trends in their position since 1961. London, H.M.S.O. 1981.

(12) ALLRED, JOHN. B.B.C. Programme 'Speak for yourself'. A study of the involvement of public libraries. School of Librarianship, Leeds Polytechnic. April 1982.

(13) MOORE, NICK and KEMPSON, ELAINE. Size and structure of the work force. Journal of Librarianship 17 (1) January 1985 1-16.

(14) McDONALD, JOAN. Education for unemployed adults: problems and good practice. Department of Education and Science. October 1984.

(15) PRICE, NEVILLE. Recruiting staff from cultural minority groups. Library Association Record 85 (9) September 1983. 305-306.

(16) LIBRARY ADVISORY COUNCIL/COMMUNITY RELATIONS COMMISSION EDUCATION COMMITTEE. Public library services for a multi-cultural society. Commission for Racial Equality, London, 1980.

(17) COUNCIL FOR NATIONAL ACADEMIC AWARDS. Multicultural education; discussion paper. Publication 2f/17, Council for National Academic Awards, London. June 1983.

(18) ALEXANDER, ZIGGI. Library services and Afro-Caribbean Communities. London, Association of Assistant Librarians and Holmes McDougall Books, 1982.

(19) INNER LONDON EDUCATION AUTHORITY. The role of librarians in schools and colleges in relation to multi-cultural teaching. A policy statement drawn up by ILEA librarians. Multicultural teaching 3 (1) Autumn 1984. 25-26.

(20) FISHMAN, JOSHUA et al. The spread of English. The sociology of English as an additional language. Rowley, Mass., Newbury House Publishers, 1977.

(21) BARBIER-BOUVET, J-F. Babel à Beaubourg. L'autodidaxie linguistique à la B.P.I. Service des études et de la recherche. Centre Georges Pompidou, Paris 1982.

(22) SHAH, ARUNA. How to meet the ethnic need. Library Association Record 86 (1) January 1984. 15-16
and The positive and the negative of multi-ethnic provision. Library Association Record 86 (5) May 1984 215-217.

(23) COMMISSION FOR RACIAL EQUALITY. The EEC's directive on the education of children of migrant workers. Its implications for the education of children from ethnic minority groups in the U.K. Commission for Racial Equality, London 1980.

IFLA
1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section:

95-GENPU-2-E

REPORT OF ACTIVITIES FROM THE SECTIONS AND ROUND TABLES BELONGING TO THE DIVISION

KEYWORD(S):

For internal use only:

To be brought to meeting no: 70

Remarks:

to be presented orally ☐

for distribution only ☒

Britain. Library Association,

**International Federation
of Library Associations and Institutions
Fédération Internationale des
Associations de Bibliothécaires et des Bibliothèques
Internationaler Verband
der bibliothekarischen Vereine und Institutionen
Международная Федерация
Библиотечных Ассоциаций и Учреждений**

Winnie Vitzansky, Chairman
IFLA/Section of libraries for the Blind
Statens Bibliotek og Trykkeri for Blinde
Rønnegade 1
DK-2100 Copenhagen Ø
Denmark

IFLA Section of Libraries for the Blind.

Annual Report 1984 - 1985

Meetings

Standing Committee Meeting

9 members of the Standing Committee met in Stockport, U.K. on the 17th and 18th of January, 1985. The main topis of the meeting were conference planning and follow-up on projects. Minutes of the meeting have been mailed to all Section members.

Expert Meeting, Washington, D.C., 1985.

Again this year the Section is arranging an Expert Meeting prior to the IFLA conference.
The meeting will take place on 14th - 16th of August 1985 in Washington D.C.
Mr. Frank Kurt Cylke, Director of the National Library Service for the Blind and Physically Handicapped, Library of Congress is head of the Organizing Committee.
The Expert Meeting will concentrate on three topies, namely "Text-preparation and Editing", "The Establishment of Library Service for Blind Individuals in Developing Countries", and "Continuing Education and Tranning in Library Service for the Blind Persons". Included in the program is also a presentation of the library service for the blind and Physically handicapped in the U.S. as well as study visits to National Library Service for the Blind and Physically Handicapped Library of Congress, Washington and Recording for the Blind, Princeton, New Jessey.

IFLA Chicago, 1985

The two open meetings of the Section will deal with consumer Relations and International Lending of Material for the Blind. Also two joint meetings are arranged: One with the Section for Libraries Serving Disadvantaged Persons on Large Print and one with Round Table on Ethnic and Linguistic Minorities.

. ______ . ______ . ______ . ______ . ______ .

Publications

Two publications from the Section of Libraries for the Blind were published in spring 1985:

A Guide to Developing Braille and Talking Book Service, edited by Leslie L. Clark in collaboration with Dina N. Bedi and John M. Gill.

The Guide is no. 30 in the series, "IFLA Publications".

Bruce E. Massis: The International Guide to Publishers and Distributors of Large Print.

The publication is nr. 4 in the series "IFLA Professional Reports".

. ___________ . ___________ . ___________ . ___________ . ___________ .

Projects

The Section is carrying out a number of different projects, These are:

Director on Tactile Map Producers

Questionnaires were mailed in December 1983, and deadline for return was July 1st, 1984. The completed questionnaires are now handed over to National Library Service for the Blind and Physically Handicapped NLS/BPH, Library of Congress Washington.
NLS/BPH has offered to undertake compilation and publication of the directory. Publication is expected in 1985.

Braille in Africa

The IFLA/Unesco contract on setting up units to produce bralle material in Africa is supervised by Rainer Witte, Deutsche Blindenstudienanstalt, Marburg, FRG.
Questionnaiers were mailed in July 1984 and the answers are now being prepared by mr. Witte. A report will be presented at the Expert Meeting in Washington.

International Postage Committee

An international Logo and guidelines for its usage has been prepared by William C. Byrne, Chairman of the International Postage Committee, Royal Blind Society of New South Wales, Australia. The logo and the guidelines were accepted by the Standing Committee at the meeting in Stockport, U.K. in January 1985.
In May this socalled "Blindpost" logo has been mailed to all know agencies for the blind all over the world together with the Section's recommandation.

Availability of Materials for the Blind

The IFLA sponsored study on Availability of Materials for the Blind is co-ordinated by Winnie Vitzansky, Copenhagen, Denmark and carried out by Clifford Law, National Library of australia and Edwige Mortyr, Norges Blindeforbunds Bibliotek, Norway.
The collection of data is finished, and the analysis of the data is expected to be terminated in 1985.

Copyright

A preliminary study on "Copyright permission for library material for the Blind - national and international aspects" has been approved by IFLA and will be carried out by Elizabeth Twining, Royal National Institute for the Blind, U.K.

Material Section Policy

A working group has been established under the leadership of Frank Kurt Cylke, National Library Service for the Blind and Physically

Handicapped, Library of Congress, Washington D.C. U.S.A., The group has begun its work this spring.

Compact Audio Disc.

At the Standing Committee meeting in January 1985 it was decided that a working group on Compact Audio Disc should be started. The group is under establishment.

International Directory of Libraries and Production Facilities for the Blind

The directory was published in 1984. Realizing the need of current revision of this kind of directories the Section decided to start a revision. This revision will be coordinated by Rainer Witte, Marburg, FRG in cooperation with Frank Kurt Cylke NLS/BPH, Washington D.C.? U.S.A., and Peter Hanke, American Foundation for the Blind, New York, U.S.A.

Information from the Section of Libraries for the Blind

Monthly Information Mailings

Each month information on all aspects of library service for the blind is sent to interested parties all over the world. The mailing is handled by National Library for the Blind and Physically Handicapped, Library of Congress, Washington D.C., U.S.A.

Newsletter

Again this year 4 newsletters were circulated through the Section mailing.

May 1985

Winnie Vitzansky

Winnie Vitzansky
Chairman, IFLA
Section of Libraries
for the Blind

International Federation
of Library Associations and Institutions
Fédération Internationale des
Associations de Bibliothécaires et des Bibliothèques
Internationaler Verband
der bibliothekarischen Vereine und Institutionen
Международная Федерация
Библиотечных Ассоциаций и Учреждений

Chairman:
Lena Skoglund
University College of Borås
Box 874
S-50115 Borås, Sweden
Tel.(033) 164000
Secretary:
Alice Gera dts
NBLC dienst boek en jeugd
Taco Scheltemastraat 5
2597 CP The Hague, Netherlands
Tel.(070) 264351, telex 32102 NBLC NL

IFLA
SECTION OF
CHILDREN'S LIBRARIE

Section of Children's Libraries.Annual Report 1984/85.

Extra Standing Committeé-meeting in East-Berlin.

On invitation by IFLA National -Komitee der Deutsche Demokratische Republik, an extra Standing Committeé meeting and meeting for the Round Table of Librarians Representing Documentation Centres Serving Research in Children'sLiterature was held in East-Berlin October the 25-28, 1984.8 members of the SC + 1 observer and 9 members of the R.T.(all from Europe) had accepted this kind invitation.

Our hosts, Dr. Gotthard Rückl, president of the IFLA National-Komitee der DDR,Heinz Wegehaupt, Head of the Children's Book Department of the Statsbibliothek and chairman of the R.T. and Irmgard Dressler from Zentralinstitutfür Bibliothekswesen and SC-member had planned a perfect and friendly organization of this meeting.

The SC and R.T. had two separate and two joint meetings in an inspiring and most comfortable environment.
The work performed during the SC-meetings was i.e. planning of the general conferences in Chicago and Tokyo,discussions how to finance the sections various projects,how to estblish links and cooperation with other sections and round tables within IFLA and how to implement the Section's new MTP.

The R.T. presented their new Directory of Documentation Centres Serving Research on Children's Literature,outlined the content and frequency of their future meetings and completed their work with a new MTP.
The R.T. emphasized the new directory as a demonstration of their aim to offer opportunities to exchange experiences and improve cooperation among the documentation centres.This directory, which they plan to revise and keep up to date,can be of help in advancing contacts among separate institutions and informing members about projects,collections and publications.

BEST COPY AVAILABLE

International Federation
of Library Associations and Institutions
Fédération Internationale des
Associations de Bibliothécaires et des Bibliothèques
Internationaler Verband
der bibliothekarischen Vereine und Institutionen
Международная Федерация
Библиотечных Ассоциаций и Учреждений

Chairman.
Lena Skoglund
University College of Borås
Box 874
S-50115 Borås, Sweden
Tel.(033) 164000
Secretary:
Alice Geradts
NBLC dienst boek en jeugd
Taco Scheltemastraat 5
2597 CP The Hague, Netherlands
Tel.(070) 264351, telex 32102 NBLC NL

IFLA
SECTION OF
CHILDREN'S LIBRAR

During the joint meetings the SC and R.T. discussed ways of co-operation and tried to define the mutual and separate goals for their activities.

New members of the Standing Committee.

The Section has been strenghten for the term to come 1985-89 by new members from Canada(2 members), Mali,Japan,Senegal,Zimbabwe and Colombia;countries which are not earlier represented in the Section.USSR and GDR are represented by new members and USA has encreased their representation and has now two members.
The SC has now 18 members and 2 corresponding members from all continents but Australia.

Theme for the Chicago meeting.

For the last years the Section has given high priority to one of the goals in the MTP : to promote the development of children's library services in developing countries.On the Section's open business meeting,a report on one of the Section's projects,Books for All,which is oriented towards the less privileged countries, is to be given by Margaret Marshall Mc Donald.A progress report on the project Education and Training of Children's Librarians will also be presented at the same meeting by Eva Glistrup.
At the professionel meeting Dr Selma Richardson will give a survey the background and present development of the children's libraries in U S A.On the same occation there will also,hopefully be a presentatio of literature campaigns among children in Latin America.

Newsletter.

The Section's secretary Alice Geradts has prepared two very rich issues of the Newsletter for the Section which have been distributed in more than 200 copies to members of the Section.

May 20, 1985.

Lena Skoglund,chairman

BEST COPY AVAILABLE

Section on School Libraries

Newsletter 8

June 1985

ANNUAL REPORT

Consolidation and conclusion of two major projects have concerned the Section during the past year. Education for school librarianship is now in its final stages and should provide guidance for countries wishing to develop this professional expertise. The Guidelines for teachers are now drafted and will be presented in Chicago during our open meeting. The title is Teachers, information and school libraries and the preliminary draft has been written by Noelene Hall of Macquarrie University, Australia.

Our meetings in Nairobi during the IFLA Conference 1984 have been compiled into a publication called The school librarian in an information society which was the title of the paper presented by Sigrun Hannesdottir of the University of Iceland on the Section Working Group project on education for school librarianship. Two further events developed from the Nairobi conference. The first was a course for Kenya school librarians, led by Birgit Dankert, the Section's secretary, in conjunction with colleagues from Kenya. The second was thousands of miles away in Quebec, Canada, where committee member Anne Galler initiated a fund-raising event to support the purchase of books for Kenya school libraries, a result of our visits to Nairobi schools where the difference in levels of provision was noted. We wish the Quebec librarians success in their 'Adopt a Library' idea. It would be good to see other associations undertake similar, long-lasting commitments.

During committee meetings, members agreed that it would be useful if each member could bring one or two examples of local school library books for colleagues from countries where they are scarce - an annual gift from the Section and a demonstration of the meaning of IFLA as an organisation devoted to sharing professional expertise.

The new Medium Term Programme 1986 - 1991 was adopted. It tries to link with major IFLA core programmes and themes in the hope that if every Section concentrates on them at the same time there will be a chance to resolve some of the significant problems they address. The complete set is now available in English, French, Russian, German and Spanish - from IFLA Headquarters. A monograph has been published by IFLA which records achievements during 1981 - 1985. This is by Mr Pier van Swigchem and is called IFLA and the library world , and it will be available in Chicago.

Finally, the year will end in Chicago with a change in Standing Committee officers and members. The Chairperson and Secretary will retire from their posts and new members elected. There are some new members of the Standing Committee, and we say goodbye to several long-serving members who have completed the maximum period of years. Our work is well-known, our products are helping colleagues around the world to develop school librarianship, and our 'new' section can now be considered as an established and hard-working one - a tribute to everyone who has been involved so far, and a firm foundation for those who will follow.

Ann Irving

Chairperson 1981 - 1985

BEST COPY AVAILABLE

SECTION OF PUBLIC LIBRARIES

ANNUAL REPORT 1984-85

The Standing Committee met once between conferences in Rome on 22nd February, 1985, where members enjoyed magnificent hospitality provided by the Italian Library Association. There it arranged details for the 1985 General Conference and decided how the items included in the Medium Term Programme will be tackled and when the Working Groups already existing or to be installed will report.

It was reported at this meeting that arrangements were in hand to translate Ulla Simon's paper on Community Information into English and to finalise the text of the report of the Working Party on the Impact of Information Technology on Public Libraries which was presented by Peter Gratton during the 1984 Conference in Nairobi. Both papers are to be published in IFLA's Professional Report series.

During the 1985 Conference the final draft of the revised edition of the Standards for Public Libraries will be presented for consideration and approval. This event will mark the culmination of over two years of effort by a working party under the chairmanship of Arthur Jones. Arrangements have already been made for the text, revised to take account of any comments received during the conference, to be published by K G Saur under the title: Guidelines for Public Libraries.

A second working party involving Jørgen Bros Glistrup, Margareta Torngren and Johannes Daugbjerg has also started to collect material on Charges for Public Library Services. Decisions have been taken to augment the membership of this working group, to provide it with a budget and to set it a deadline of August 1986 for the production of a report.

A proposal for a study of Performance Measurement in Public Libraries has been approved in principle and subject to the approval of the Medium Term Programme it is intended that a contractor shall be appointed to work with a steering group, to prepare a report.

This work will be undertaken as part of a planned programme of work which it is intended to carry out throughout the period of the Medium Term Programme in accordance with the following schedule:

1.	Charges	1984 - 1986	Report in Conference 1986
2.	Measurement of Performance	1985 - 1988	Report in Conference 1988
3.	Adult Education	1986 - 1987	Report in Conference 1987
4.	Illiteracy	1986 - 1988	Report in Conference 1988
5.	Dual Use	1987 - 1989	Report in Conference 1989
6.	Libraries at the Work Place	1988 - 1990	Report in Conference 1990
7.	Information Technology	1989 - 1991	Report in Conference 1991
8.	Community Information	1988 - 1992	Report in Conference 1992

The Chairman has again been involved in the preparations for the Pre-session Seminar which is to take place in Chicago in 1985, building on the very considerable work already undertaken by Peggy Sullivan. The Seminar will have rural librarianship as its theme and the assistance of a substantial grant from Unesco will enable participants to attend from Latin America with representatives from Africa and Asia.

**International Federation
of Library Associations and Institutions
Fédération Internationale des
Associations de Bibliothécaires et des Bibliothèques
Internationaler Verband
der bibliothekarischen Vereine und Institutionen
Международная Федерация
Библиотечных Ассоциаций и Учреждений**

IFLA

**Section for Libraries Serving
Disadvantaged Persons**

Annual Report 1984-1985

1. New Section Name.

The above name was adopted after the 1984 Nairobi Conference and attempts to describe service to hospital patients,the disabled in the community,and to people in penal establishments(the latter being a new responsibility for this Section and the reason why a change of name was necessary).

2.News Bulletins

During the year two issues have been published,the first reporting Committee and Officer meetings,the efforts to widen membership,name change and future meetings.The second Bulletin reported on the Nairobi Conference,relevant meetings and papers as well as the new Medium Term Programme for the Section.Both issues included news and notes.

3.Section Membership

This totals 80,a mixture of personal and institutional members.An effort to increase membership,especially in South America,Eastern Europe,Africa and South East Asia has, so far,had little result-letters were sent to national associations and notices placed in the News Bulletin.

4. Section Committee membership

Changes in tenure,and the recruitment of a new member from Poland,result in a Committe of six people.In addition there are five corresponding members(from New Zealand, Australia,West Germany,Japan and The Netherlands) and observers(from Denmark and United Kingdom).

4.1Section Committee Meetings

The Committee was able to meet once-a further meeting could not be agreed.The Officers maintained close contact by meetings,correspondence and by telephone.

5.Activities

5.1 Coordinating Board

A meeting held in London in March 1985 was attended by the Chairman and Secretary.

5.2 Medium Term Programme (and see below,item 6)

Following the approval of the MTP,applications were made for finance for new working groups,on easy reader publications,and on prison libraries.These were successful,and meetin initiate the Working Groups will be held in Chicago in August 1985.

5. 3 Working Group on the Library Needs of the Deaf

A draft training manual has been produced and distributed to corresponding members of the Group and other persons. Two issues of Deaf Newsletter have been published, the second including the training manual.

5.4 Chicago Conference 1985

A full programme has been arranged, with one session shared with the Section of Libraries for the Blind, as well as a projected tour of libraries.

5.5 A member of the Committee, Ms. B. Heie, visited France in 1985 and addressed a meeting held to discuss libraries in prisons.

6. Medium Term Programme

Agreed at the Nairobi Conference, 1984, and attached to this report.

ROUND TABLE FOR ETHNIC AND LINGUISTIC MINORITIES

Annual Report 1984-1985

Since the Nairobi meeting, two issues of the **Newsletter** have been issued. In agreement with the Division and with the Professional Board, a modest subscription has now been established, and active selling of advertising space, both with the purpose of supporting publication of the **Newsletter**. Editorial work on the **Publications Checklist** has been undertaken by Neville Price and it will be produced in future in co-operation with LISA (Library and Information Science Abstracts).

Work is continuing on **Guidelines** on service to ethnic and linguistic minorities, taking note of written commentaries and discussion of the draft in Nairobi. Work has started on the preparation of an advisory pamphlet on how to start up library services to ethnic and linguistic minorities, by Marie Zielinska and Genia Lorentowicz. Another short publication on selection and purchase of minority materials is being prepared by Anne Holmes and Derek Whitehead, who also drafted the **Guidelines**.

A pre-conference seminar in Tokyo in 1985 is being prepared in co-operation with the Section on Information Technology, under the leadership of Marie Zielinska on the topic **Automated systems for libraries with multilingual and multiscript collections.**

For the Chicago Conference, seven papers are being presented by the Round Table. For its own two meetings, Patrick Valentine will speak on **Foreign language selection and acquisition in an American public library** and a paper will be read for Tülin Sağlamtunç on **Library services to Turkish minorities in Europe.** Pat Hiley will read a paper compiled by herself with Judith Bowen and Ed Walley on **Working in a multicultural society: education and training for librarians and information scientists** and Sabina Robertson will give a paper entitled **Library and information needs of Vietnamese students at an Australian College of Technical and Further Education.** In a meeting jointly organised with the Section of Libraries for the Blind, Sylva Manoogian will read a paper **On serving the older polyglot: the rôle of public libraries in the US** and in a further joint meeting with ROTNAC, Jes Petersen will speak on **Nordic co-operation on selecting books and other media for immigrants** and Genia Lorentowicz will talk on **Co-operative networking in Metropolitan Toronto Public Libraries.**

In addition, the Chairman of the Round Table, Michael Foster, will speak at more length on the progress of the Round Table and on what is meant by multicultural librarianship in the Divisional Meeting (meeting no 70) and will give a keynote speech at a pre-conference seminar in Chicago on **Information services to ethnocultural groups.**

The so-called Executive Committee of the Round Table has been re-organised and expanded into an Advisory Board, with four new members invited to take part, Dr E J Josey, Dr Patrick Valentine, Mr Neville Price and Mrs Engelsina Pereslegina. A Hungarian member, Mr Gyula Kertesz has resigned and his place taken by Mr Endre Bilkei-Pap.

Possible steps to proceed to Section status will be discussed in Chicago, in view of calls for elections in Nairobi, which are not possible constitutionally as a Round Table.

Michael Foster
Chairman

International Federation
of Library Associations and Institutions
Fédération Internationale des
Associations de Bibliothécaires et des Bibliothèques
Internationaler Verband
der bibliothekarischen Vereine und Institutionen
Международная Федерация
Библиотечных Ассоциаций и Учреждений

IFLA

Round Table of National Centres
for Library Services

secretariat:
NBLC
P.O.B. 93054
2509 AB THE HAGUE
The Netherlands

tel. 70-264351
telex 32102

June 1985

Communications from the Round Table of National Centres for Library Services (ROTNAC), belonging to the Division of Libraries Serving the General Public

During the IFLA Conference in Kenia, ROTNAC had two open meetings: a joint meeting with the Section of Library Service to Hospital Patients and Handicapped Readers and an open meeting for African librarians about central service in developing countries.

In April of this year Newsletter 1 was issued which contained a report of the meeting of ROTNAC's Working Group on Library Automation which was held in January 1985 in Copenhagen, Denmark. Newsletter 2 will be issued in the beginning of August, nr. 3 in December.

ROTNAC's half-yearly meeting found place on 29 and 30 May in Helsinki, Finland. Subjects for the meeting were:
- accounts 1983 and 1984 and budgets 1985 and 1986
- elections
- Working Groups
- Meetings in Chicago
- newsletter
- new items of the centres
- good-bye to Mr. H. Granheim, one of the founders of ROTNAC.

During the IFLA Conference in Chicago ROTNAC will have three meetings:

Tuesday 20 August	11.30 - 13.00	open meeting organized by ROTNAC's American member: METRO from New York
Wednesday 21 August	14.00 - 15.30	joint meeting with the Round Table on Library Service to Ethnic and Linguistic Minorities
Friday 23 August	9.00 - 11.00	closed meeting

Yolanda de Niet
secretary ROTNAC